



ROBERT BENTLEY
Governor

State of Alabama
Department of Human Resources

S. Gordon Persons Building
50 Ripley Street
P. O. Box 304000
Montgomery, Alabama 36130-4000
(334) 242-1310
www.dhr.alabama.gov



Nancy T. Buckner
Commissioner

June 30, 2016

Ms. Shalonda Cawthon, Program Manager
Region IV - Administration for Children and Families
61 Forsyth Street, SW
Atlanta, GA 30303-8909

Dear Ms. Cawthon:

Attached please find Alabama's **2017 Annual Progress and Services Report**, along with other required reports and documents.

If there are any questions and/or if further information/clarification is needed, please contact Freida Baker, Deputy Director, and/or Larry Dean, CFSR Coordinator, in the Family Services Division. They can both be reached at (334) 242-9500.

We appreciate the assistance and support that you and your staff have again provided this year in the compiling of this report.

Respectfully Yours,

A handwritten signature in cursive script, reading "Nancy T. Buckner".

Nancy T. Buckner
Commissioner



DEPARTMENT OF HEALTH & HUMAN SERVICES

ADMINISTRATION FOR CHILDREN AND FAMILIES
Administration on Children, Youth and Families
330 C Street, S.W.
Washington, D.C. 20201

December 2, 2016

Nancy T. Buckner
Commissioner
Alabama Department of Human Resources
Gordon Persons Building
50 Ripley Street
Montgomery, Alabama 36130-4000

Dear Commissioner Buckner:

Thank you for submitting Alabama's Annual Progress and Services Report (APSR), including the annual report on the use of funds under the Child Abuse Prevention and Treatment Act, and the CFS-101 forms requesting funding for fiscal year (FY) 2017 to address the following programs:

- Title IV-B, subpart 1 (Stephanie Tubbs Jones Child Welfare Services) of the Social Security Act (the Act);
- Title IV-B, subpart 2 (Promoting Safe and Stable Families Program and Monthly Caseworker Visit Grant) of the Act;
- Child Abuse Prevention and Treatment Act (CAPTA) State Grant;
- Chafee Foster Care Independence Program (CFCIP); and
- Education and Training Vouchers (ETV) Program.

These programs provide important funding to help state child welfare agencies ensure safety, permanency, and well-being for children, youth and their families. The APSR facilitates continued assessment, development, and implementation of a comprehensive continuum of services for children and families. It provides an opportunity to integrate more fully each state's strategic planning around use of federal funds with its work relating to the Child and Family Services Reviews and continuous program improvement activities.

Approval

The Children's Bureau (CB) has reviewed your APSR for FY 2017 and the annual report on the use of CAPTA funds and finds them to be in compliance with applicable federal statutory and regulatory requirements. Therefore, we approve FY 2017 funding under the title IV-B, subpart 1; title IV-B, subpart 2; CAPTA; CFCIP; and ETV programs.

Counter-signed copies of the CFS-101 forms are enclosed for your records. The Children's Bureau may ask for a revised CFS-101, Part I, should the final allotment for any of the approved programs be more than that requested in the Annual Budget Request.

The Administration for Children and Families' Office of Grants Management (OGM) will issue a grant notification award letter with pertinent grant information. Please note that OGM requires grantees to submit additional financial reports, using the form SF-425, at the close of the expenditure period according to the terms and conditions of the award.

Training Plan

This approval for the FY 2017 funding for title IV-B, subpart 1; title IV-B, subpart 2; CAPTA; CFCIP; and ETV programs does not release the state from ensuring that training costs included in the training plan and charged to title IV-E of the Act comply with the requirements at 45 CFR 1356.60(b) and (c) and 45 CFR 235.63 through 235.66(a), including properly allocating costs to all benefiting programs in accordance with the state's approved cost allocation plan.

Additional Information Required

Pursuant to Section 424(f) of the Act, states are required to collect and report on caseworker visits with children in foster care. The FY 2016 caseworker visit data must be submitted to the Regional Office by December 15, 2016. States that wish to use a sampling methodology to obtain the required data must obtain prior approval from the Regional Office.

The CB looks forward to working with you and your staff. Should you have any questions or concerns, please contact Shalonda Cawthon, Child Welfare Regional Program Manager in Region 4, at (404) 562-2422 or by e-mail shalonda.cawthon@acf.hhs.gov. You also may contact Donna Dummett, Child and Family Program Specialist, at (404) 562-2826 or by e-mail donna.dummett@acf.hhs.gov.

Sincerely,



Rafael López
Commissioner
Administration on Children, Youth and Families

Enclosure(s)

cc: Gail Collins, Director; CB, Division of Program Implementation; Washington, DC
Deborah M. Bell, Financial Management Specialist; ACF, OA, OGM; Washington, DC
Shalonda Cawthon, Child Welfare Regional Program Manager; CB, Region 4; Atlanta, GA
Donna Dummett, Child and Family Program Specialist; CB, Region 4; Atlanta, GA

CFS-101, Part I: Annual Budget Request for Title IV-B, Subpart 1 & 2 Funds, CAPTA, CFCIP, and ETV
Fiscal Year 2017, October 1, 2016 through September 30, 2017

1. State or Indian Tribal Organization (ITO): ALABAMA		2. EIN: 63-60000619-A6	
3. Address: DEPARTMENT OF HUMAN RESOURCES; 50 N. Ripley Street; Montgomery, AL 36130		4. Submission: [X] New [] Revision	
5. Total estimated title IV-B Subpart 1, Child Welfare Services (CWS) Funds		4,680,456	
a) Total administration (not to exceed 10% of title IV-B Subpart 1 estimated allotment)		468,045	
6. Total estimated title IV-B Subpart 2, Provides Safe and Stable Families (PSSF) Funds. This amount should equal the sum of lines a - f.		5,603,321	
a) Total Family Preservation Services		1,480,885	
b) Total Family Support Services		1,480,886	
c) Total Time-Limited Family Reunification Services		1,480,886	
d) Total Adoption Promotion and Support Services		1,120,664	
e) Total for Other Service Related Activities (e.g. planning)		0	
f) Total administration (FOR STATES ONLY: not to exceed 10% of title IV-Bsubpart 2 estimated allotment)		40,000	
7. Total estimated Monthly Caseworker Visit (MCV) Funds (FOR STATES ONLY)		352,955	
a) Total administration (FOR STATES ONLY: not to exceed 10% of estimated MCV allotment)		0	
8. Re-allotment of title IV-B subparts 1 & 2 funds for States and Indian Tribal Organizations:			
a) Indicate the amount of the State's/Tribe's allotment that will not be required to carry out the following programs: CWS \$ 0, PSSF \$ 0, and/or MCV(States only)\$ 0.			
b) If additional funds become available to States and ITOs, specify the amount of additional funds the States or Tribes requesting: CWS \$ 400,000, PSSF \$ 600,000, and/or MCV(States only)\$ 0.			
9. Child Abuse Prevention and Treatment Act (CAPTA) State Grant (no State match required): Estimated Amount plus additional allocation, as available. (FOR STATES ONLY)		\$ 384,356	
10. Estimated Chafee Foster Care Independence Program (CFCIP) funds		1,441,038	
a) Indicate the amount of State's or Tribe's allotment to be spent on room and board for eligible youth (not to exceed 30% of CFCIP allotment)		\$250,000	
11. Estimated Education and Training Voucher (ETV) funds		467,620	
12. Re-allotment of CFCIP and ETV Program Funds:			
a) Indicate the amount of the State's or Tribe's allotment that will not be required to carry out CFCIP Program		\$0	
b) Indicate the amount of the State's or Tribe's allotment that will not be required to carry out ETV Program		0	
c) If additional funds become available to States or Tribes, specify the amount of additional funds the State or Tribe is requesting for CFCIP Program		300,000	
d) If additional funds become available to States or Tribes, specify the amount of additional funds the State or Tribe is requesting for ETV Program		90,000	
13. Certification by State Agency and/or Indian Tribal Organization. The State agency or Indian Tribe submits the above estimates and request for funds under title IV-B, subpart 1 and/or 2, of the Social Security Act, CAPTA State Grant, CFCIP and ETV programs, and agrees that expenditures will be made in accordance with the Child and Family Services Plan, which has been jointly developed with, and approved by, the Children's Bureau.			
Signature and Title of State/Tribal Agency Official June 24, 2016 Nancy T. Buckner, Commissioner		Signature and Title of Central Office Official	

CFS-101 Part II: Annual Estimated Expenditure Summary of Child and Family Services

State or Indian Tribal Organization (ITO):

Alabama

For FY 2017: OCTOBER 1, 2016 TO SEPTEMBER 30, 2017

SERVICES/ACTIVITIES	(a) IV-B Subpart I-CWS	(b) IV-B Subpart II-PSSF	(c) IV-B Subpart II-MCV	(d) CAPTA*	(e) CFCIP	(f) ETV	(g) TITLE IV- E**	(h) STATE, LOCAL, & DONATED FUNDS	(i) Number Individuals To Be Served	(j) Number Families To Be Served	(k) POPULATION TO BE SERVED	(l) GEOG. AREA TO BE SERVED
1.) PROTECTIVE SERVICES	\$ 387,264			\$ 384,356			\$ -	\$ 26,205,243	60395	24823	Children seeking abuse neglect, protection & custody	Statewide/territorial
2.) CRISIS INTERVENTION (FAMILY PRESERVATION)	\$ -	\$ 1,480,885		\$ -			\$ -	\$ 2,457,154	2611	1150	Families in crisis	Statewide/territorial
3.) PREVENTION & SUPPORT SERVICES (FAMILY SUPPORT)	\$ -	\$ 1,480,885		\$ -			\$ -	\$ 1,887,343	N A	22500	Children & families at risk children & other eligible clients	(1) Counties in which agency is located
4.) TIME-LIMITED FAMILY REUNIFICATION SERVICES	\$ -	\$ 1,480,885		\$ -			\$ -	\$ 1,281,129	1069	N A	Families with children seeking home following placement	Statewide/territorial
5.) ADOPTION PROMOTION AND SUPPORT SERVICES	\$ -	\$ 1,120,664					\$ -	\$ 586,464	5500	22000	For Adoption leaders & families seeking about FC/Adoption	Statewide/territorial
6.) FOR OTHER SERVICE RELATED ACTIVITIES (e.g. planning)	\$ 1,219,744	\$ -					\$ -	\$ 1,839,234	N A	N A	All eligible children	Statewide/territorial
7.) FOSTER CARE MAINTENANCE: (a) FOSTER FAMILY & RELATIVE FOSTER CARE	\$ 1,172,618						\$ 7,850,000	\$ 10,949,908	2740 a month	N A	All children in foster care	Statewide/territorial
(b) GROUP/INST CARE	\$ -						\$ 967,000	\$ 9,659,159	1900 a month	N A	FC Children in treatment care	Statewide/territorial
8.) ADOPTION SUBSIDY PMTS.	\$ 1,603,300						\$ 9,250,000	\$ 12,472,453	3772 a month	N A	All eligible children	Statewide/territorial
9.) GUARDIANSHIP ASSIST. PMTS.	\$ -						\$ 459,000	\$ 195,219	160 a month	N A	All eligible children	Statewide/territorial
10.) INDEPENDENT LIVING SERVICES	\$ -	\$ -			\$ 1,441,038		\$ -	\$ 1,080,749	1739	1486	All eligible children in foster care	Statewide/territorial
11.) EDUCATION AND TRAINING VOUCHERS	\$ -				\$ -	\$ 467,620	\$ -	\$ 116,905	179	170	All eligible children	Statewide/territorial
12.) ADMINISTRATIVE COSTS	\$ 295,530	\$ 40,000	\$ -				\$ 23,020,000	\$ 50,677,371				
13.) FOSTER PARENT RECRUITMENT & TRAINING	\$ -	\$ -		\$ -			\$ 517,500	\$ 633,008				
14.) ADOPTIVE PARENT RECRUITMENT & TRAINING	\$ -	\$ -		\$ -			\$ 165,000	\$ 477,553				
15.) CHILD CARE RELATED TO EMPLOYMENT/TRAINING	\$ -						\$ -	\$ 5,218,967	27796	N A	All eligible children	Statewide
16.) STAFF & EXTERNAL PARTNERS TRAINING	\$ -	\$ -		\$ -	\$ -	\$ -	\$ 300,000	\$ 193,422				
17.) CASEWORKER RETENTION, RECRUITMENT & TRAINING	\$ -	\$ -	\$ 352,955				\$ -	\$ 117,652				
18.) TOTAL	\$ 4,680,456	\$ 5,603,321	\$ 352,955	\$ 384,356	\$ 1,441,038	\$ 467,620	\$ 42,528,500	\$ 126,049,731	N A	N A	N A	

* These columns are for States only; Indian Tribes are not required to include information on these programs.

** Only states or tribes operating an approved title IV-E waiver demonstration may enter information for rows 1-6 in column (g),
indicating planned use of title IV-E funds for these purposes.

CFS-101, PART III: Annual Expenditures for Title IV-B, Subparts 1 and 2, Chafee Foster Care Independence (CFCIP) and Education And Training Voucher (ETV) :
Fiscal Year 2014: October 1, 2013 through September 30, 2014

1. State or Indian Tribal Organization (ITO): ALABAMA		2. EIN: 63-60000619		3. Address: DEPARTMENT OF HUMAN RESOURCES, 50N. RIPLEY STREET MONTGOMERY, AL 36130		
4. Submission: <input checked="" type="checkbox"/> New <input type="checkbox"/> Revision						
Description of Funds	Estimated Expenditures	Actual Expenditures	Number Individuals served	Number Families served	Population served	Geographic area served
5. Total title IV-B, subpart 1 funds	\$ 4,659,297	\$ 4,659,297	68395	24823	Protections from abuse & neglect	Statewide/reservation
a) Total Administrative Costs (not to exceed 10% of title IV-B, subpart 1 total allotment)	\$ 45,000	\$ 12,678				
6. Total title IV-B, subpart 2 funds (This amount should equal the sum of lines 8 - E)	\$ 5,793,524	\$ 5,793,524	N A	24836	Families & children at locations risk	Statewide/reservation
a) Family Preservation Services	\$ 1,680,122	\$ 1,257,750				
b) Family Support Services	\$ 1,448,381	\$ 1,636,678				
c) Time-Limited Family Reunification Services	\$ 1,448,381	\$ 1,625,712				
d) Adoption Promotion and Support Services	\$ 1,158,705	\$ 1,234,992				
e) Other Service Related Activities (e.g. planning)	\$ -	\$ -				
f) Administrative Costs (FOR STATES: not to exceed 10% of total title IV-B, subpart 2 allotment after October 1, 2007)	\$ 57,935	\$ 38,392				
7. Total Monthly Caseworker Visit Funds (STATE ONLY)	\$ 364,659	\$ 364,659				
a) Administrative Costs (not to exceed 10% of MCV allotment)	\$ -	\$ -				
8. Total Chafee Foster Care Independence Program (CFCIP) funds	\$ 1,520,830	\$ 1,520,830				
a) Indicate the amount of allotment spent on room and board for eligible youth (not to exceed 30% of CFCIP allotment)	\$ 400,000	\$ -	N A	N A	Eligible Youth	N A
9. Total Education and Training Voucher (ETV) funds	\$ 489,398	\$ 489,398	179	170	Eligible Youth	Statewide/reservation
10. Certification by State Agency or Indian Tribal Organization (ITO). The State agency or ITO agrees that expenditures were made in accordance with the Child and Family Services Plan, which has been jointly developed with, and approved by, the Children's Bureau.						
Signature and Title of State/Tribal Agency Official Nancy T. Buckner, Commissioner		Date June 24, 2016	Signature and Title of Central Office Official		Date 12/2/2016	

Alabama Department of Human Resources

FY 2014 Payment Limitation Information, Title IV-B, Subpart 1

Request for Financial Information comparing the total amount the State expended of Title IV-B, Subpart 1 funds for foster care maintenance payments, adoption assistance and child day care related to employment or training for employment in FY 2012 against Federal allotments made under title IV-B in 2005 (see ACYF-CB-PI-03-07).

Alabama Federal allotment for IV-B payments per 2005 are:

\$1,172,618

Alabama expended Title IV-B, subpart 1 funds for:

110003	2227	TOTAL FOR ACTIVITY 2227 ACFC	/0905	\$ 4,654,128.80
110003	2227	TOTAL FOR ACTIVITY 2227 ACFC	/0905	\$ (308,650.56)
Total Aid to Children in Foster Care paid in FY2014				<u>\$ 4,345,478.24</u>
110003	2233	DHR FAMILY & CHILDREN SERVICES	/0093	\$ 8,208,317.24
110003	2233	DHR FAMILY & CHILDREN SERVICES	/0093	\$ (365,474.17)
Total Adoption assistance subsidy paid in FY2014				<u>\$ 7,842,843.07</u>
Total State Foster Care and Adoption Assistance paid for FY 2014				<u>\$ 12,188,321.31</u>

Alabama Federal allotment for IV-B, subpart 1, payments in FY 2014	\$1,172,618
State funds used to match Federal allotment for payments in FY 2014	\$390,873

BASE YEAR DATA

Total payments made for assistance in FY 2005	<u>\$ 13,170,324.59</u>
Alabama Federal allotment for IV-B, subpart 1, payments in FY 2005	\$1,172,618
State funds used to match Federal allotment for payments in FY 2005	\$390,873

FY 2014 grant spending	\$5,793,524	\$7,724,699	=total costs			20% =
components of grant:	Preservation	Support	Reimbursement	Adoption	Administration	total
percent planned	25%	30%	25%	20%		
	\$1,931,175	\$2,317,410	\$1,931,175	\$1,544,939.73		\$7,724,699
qe 12/31/13	\$116,969.77	\$107,631.38	\$177,740.73	\$77,526.36	\$15,056.31	\$494,925
						\$0
qe 3/31/14	\$638,354.37	\$594,368.00	\$348,233.25	\$352,188.40	\$13,317.88	\$1,946,462
						\$0
qe 6/30/2014	\$623,472.82	\$650,940.99	\$820,426.39	\$486,637.81	\$12,627.45	\$2,594,105
						\$0
qe 9/30/14	\$24,548.00	\$444,604.69	\$150,791.41	\$414,479.67	\$10,188.07	\$1,044,612
						\$0
qe 12/31/14	\$60,896.94	\$384,691.64	\$670,424.57	\$315,823.39		\$1,431,837
						\$0
qe 3/31/15	\$212,758.54					\$212,759
						\$0
qe 6/30/2015						\$0
	\$1,677,000	\$2,182,237	\$2,167,616	\$1,646,656	\$51,190	\$7,724,699
adjust to FY2009 funds						\$0.00
new balance	\$1,677,000	\$2,182,237	\$2,167,616	\$1,697,845		\$7,724,699
actual percentage	21.71%	28.25%	28.06%	21.32%	0.66%	
spread indirect according to %planned						
				\$1,847,866		
				(\$302,926)		
FEDERAL SHARE	\$1,257,750	\$1,636,678	\$1,625,712	\$1,234,992	\$38,392	\$5,793,524

State of Alabama
Personnel Department
64 North Union Street
P. O. Box 304100
Montgomery, AL 36130-4100
Phone: (334) 242-3389
Fax: (334) 242-1110
www.personnel.alabama.gov

Continuous Announcement

SERVICE SUPERVISOR - 50223

Salary: \$35,589.60 - \$53,995.20
Announcement Date: March 3, 2010

JOB INFORMATION

The Service Supervisor is a permanent full-time position with the Department of Human Resources. Positions are located throughout the state. This is supervisory service social work. Employees in this class plan, organize, and supervise child protective services, adult protective services, Medicaid waiver, child and adult foster care, and/or adoption operations within a county Human Resources office.

MINIMUM REQUIREMENTS

- For the promotional register, current permanent status as a Social Worker or Social Service Caseworker with the Department of Human Resources
- Bachelor's degree from an accredited* four year college or university in any major AND three (3) years of professional social work experience in child protective services, adult protective services, child/adult foster care, and/or adoption operations

OR

- Bachelor's degree from an accredited* four year college or university AND 30 semester or 45 quarter hours in social or behavioral science courses AND two (2) years of professional social work experience in child protective services, adult protective services, child/adult foster care, and/or adoption operations. Please submit a transcript or list of all social or behavioral science courses completed.

NOTE

- A Masters Degree in Social Work from a social work program accredited* by the Council on Social Work Education will substitute for one year of the required professional experience in child protective services, adult protective services, child/adult foster care, and/or adoption operations.

ADDITIONAL REQUIREMENTS

- Per Alabama Act Number 2000-775, beginning November 1, 2000, persons who apply for child welfare jobs will be subjected to a criminal background investigation prior to employment with the Department of Human Resources.
- Applicants must have available, suitable transportation for use on the job

BENEFITS

- | | |
|--|--|
| • Low-Cost Health/Dental Insurance (Single Coverage) | • Optional Family Coverage (Health/Dental) |
| • Accrue Thirteen Annual Leave Days per Year | • Accrue Thirteen Sick Days per Year |
| • Thirteen Paid Holidays per Year | • Retirement Plan |
| • Flexible Employee Benefit Plans | • Optional Deferred Compensation Plans |

EXAMINATION

- Open-Competitive to all applicants and Promotional to current state employees with the Department of Human Resources in the job classes listed above
- An Evaluation of Training and Experience as shown on the application will comprise 90% of the applicant's final score for the promotional register, with the remaining 10% being based on the average of the applicant's service ratings for the last three years. Scores from the Evaluation of Training and Experience will comprise 100% of the final score for the open-competitive register.

HOW TO APPLY

- Complete an Application for Examination Form available at www.personnel.alabama.gov, the above address, or any Alabama Career Center Office.
- Apply by mail or by fax. Applications will be accepted until further notice.

Individuals currently on the register MUST reapply to remain eligible for employment.

Veteran's credits are NOT allowed on promotional examinations.

THE STATE OF ALABAMA IS AN EQUAL OPPORTUNITY EMPLOYER

*Please refer to the back of this announcement for complete information on State Personnel's policy for accepting post-secondary and advanced degrees.

Except for pretest information provided by State Personnel to all applicants, you should not directly or indirectly obtain information about examinations. If you do, the State Personnel Director may do several things. One, you may not be given an examination. Two, you may be disqualified after an examination. Three, your name may be removed from a register. Or four, your name may not be certified from the register. (Rules of the State Personnel Board, Chapter 670-X-9). According to the Code of Alabama, 36-26-47, a willful violation of exam security is a misdemeanor. Any person who is convicted of this type of misdemeanor will not get a state job. If they are officers or employees of the state, they will be required to forfeit their office or position for five years.

If you know of anyone who has violated this policy, you should contact the Examination Manager at the State Personnel Department.

State of Alabama Personnel Department Policy on Accepting College Coursework, Post-Secondary and Advanced Degrees

1. Specific college coursework required for a job, as well as Bachelor's, graduate, post graduate, and doctoral degrees will be accepted from the schools accredited by any of the six regional accreditation associations in the United States. These associations are listed below.

- Southern Association of Colleges and Schools (SACS)
- Middle States Association of Colleges and Schools (MSA)
- Northwest Commission on Colleges and Universities (NWCCU)
- North Central Association of Colleges and Schools – The Higher Learning Commission (NCA-HLC)
- New England Association of Schools and Colleges – Commission on Institutions of Higher Education (NEASC-CIHE)
- Western Association of Schools and Colleges – Accrediting Commission for Senior Colleges and Universities (WASC-ACSCU)

2. Coursework or degrees from schools that have not been accredited by a regional accreditation association will be accepted if a regionally accredited school considers the coursework or degree to be an acceptable prerequisite for admission to an advanced degree program. For example, if a regionally accredited school accepts an applicant's bachelor's degree for admittance into a graduate degree program, State Personnel will accept the degree. In the case of required college coursework (but no degree requirement), State Personnel will accept the college coursework if a regionally accredited school accepts the coursework towards a post-secondary degree (e.g., a bachelor's degree). *This must be documented by a letter of acceptance from the regionally accredited school.* State Personnel will review such requests on a case-by-case basis.

Note: This policy is subject to change. Certain state agencies may have additional requirements.

State of Alabama
Personnel Department
64 North Union Street
P. O. Box 304100
Montgomery, AL 36130-4100
Phone: (334) 242-3389
Fax: (334) 242-1110
www.personnel.alabama.gov

Continuous Announcement

SENIOR SOCIAL WORK SUPERVISOR - 50224

Salary: \$41,258.40 - \$62,529.60
Announcement Date: May 19, 2004
Revised Date: September 1, 2008

JOB INFORMATION

The Senior Social Work Supervisor is a permanent full-time position with the Department of Human Resources. Positions are located throughout the state. This is advanced supervisory service social work. Employees in this class plan, organize, and supervise difficult child protective services, adult protective services, Medicaid waiver, child and adult foster care, and/or adoption operations within a county Human Resources office.

MINIMUM REQUIREMENTS

- Master's degree in Social Work from a social work program accredited by the Council on Social Work Education
- For the promotional register, current permanent status with the Department of Human Resources as a Social Service Caseworker, Social Worker, Senior Social Worker, Service Supervisor, or Human Resources Program Specialist
- Two years of professional social work experience in child welfare and/or adult services in a public welfare agency

ADDITIONAL REQUIREMENTS

- Applicants must possess licensure as issued by the Alabama Board of Social Work Examiners at or above the LGSW level in order to be considered for this position. Please include this information on the application.
- Per Alabama Act Number 2000-775, beginning November 1, 2000, persons who apply for child welfare jobs will be subjected to a criminal background investigation prior to employment with the Department of Human Resources.
- Applicants must have available, suitable transportation for use on the job.

BENEFITS

- Low-Cost Health/Dental Insurance (Single Coverage)
- Accrue Thirteen Annual Leave Days per Year
- Thirteen Paid Holidays per Year
- Flexible Employee Benefit Plans
- Optional Family Coverage (Health/Dental)
- Accrue Thirteen Sick Days per Year
- Retirement Plan
- Optional Deferred Compensation Plans

EXAMINATION

- Open-Competitive to all applicants and Promotional to current state employees
- An Evaluation of Training and Experience will comprise 95% of the applicant's final score for the promotional register, with the remaining 5% being based on the average of the applicant's service ratings for the last three years. Scores from the Evaluation of Training and Experience will comprise 100% of the final score for the open-competitive register.

HOW TO APPLY

- Complete an Application for Examination Form available at www.personnel.alabama.gov, the above address, or any Alabama Career Center Office.
- Apply by mail or by fax. Applications will be accepted until further notice.

*Individuals currently on the register MUST reapply to remain eligible for employment.
Veteran's credits are NOT allowed on promotional examinations.*

THE STATE OF ALABAMA IS AN EQUAL OPPORTUNITY EMPLOYER

Please refer to the back of this announcement for complete information on State Personnel's policy for accepting post-secondary and advanced degrees.

Except for pretest information provided by State Personnel to all applicants, you should not directly or indirectly obtain information about examinations. If you do, the State Personnel Director may do several things. One, you may not be given an examination. Two, you may be disqualified after an examination. Three, your name may be removed from a register. Or four, your name may not be certified from the register. (Rules of the State Personnel Board, Chapter 670-x-9). According to the Code of Alabama, 36-26-47, a willful violation of exam security is a misdemeanor. Any person who is convicted of this type of misdemeanor will not get a state job. If they are officers or employees of the state, they will be required to forfeit their office or position for five years.

If you know of anyone who has violated this policy, you should contact the Examination Manager at the State Personnel Department.

State of Alabama Personnel Department Policy on Accepting College Coursework, Post-Secondary and Advanced Degrees

1. Specific college coursework required for a job, as well as Bachelor's, graduate, post graduate, and doctoral degrees will be accepted from the schools accredited by any of the six regional accreditation associations in the United States. These associations are listed below.

- Southern Association of Colleges and Schools (SACS)
- Middle States Association of Colleges and Schools (MSA)
- Northwest Commission on Colleges and Universities (NWCCU)
- North Central Association of Colleges and Schools – The Higher Learning Commission (NCA-HLC)
- New England Association of Schools and Colleges – Commission on Institutions of Higher Education (NEASC-CIHE)
- Western Association of Schools and Colleges – Accrediting Commission for Senior Colleges and Universities (WASC-ACSCU)

2. Coursework or degrees from schools that have not been accredited by a regional accreditation association will be accepted if a regionally accredited school considers the coursework or degree to be an acceptable prerequisite for admission to an advanced degree program. For example, if a regionally accredited school accepts an applicant's bachelor's degree for admittance into a graduate degree program, State Personnel will accept the degree. In the case of required college coursework (but no degree requirement), State Personnel will accept the college coursework if a regionally accredited school accepts the coursework towards a post-secondary degree (e.g., a bachelor's degree). *This must be documented by a letter of acceptance from the regionally accredited school.* State Personnel will review such requests on a case-by-case basis.

Note: This policy is subject to change. Certain state agencies may have additional requirements.

State of Alabama Personnel Department
64 North Union Street
P. O. Box 304100
Montgomery, AL 36130-4100
Phone: (334) 242-3389
Fax: (334) 242-1110
www.personnel.alabama.gov
Continuous Announcement

SOCIAL WORKER - 50248

Salary: \$31,488.00 - \$48,924.00 Announcement Date: February 16, 2000 Revised Date: December 12, 2012

JOB INFORMATION

The Social Worker is a permanent full-time position with the Department of Human Resources. Positions are located throughout the state. Employees in this class perform entry level to advanced level service social work by developing a social service plan for a select caseload in child protective services, adult protective services, day care, child and adult foster care, and/or adoptions.

MINIMUM REQUIREMENTS

- Bachelor's degree in Social Work from a social work program accredited by the Council on Social Work Education.
- Eligibility for Licensure as issued by the Alabama Board of Social Work Examiners

ADDITIONAL REQUIREMENTS

- Licensure must be obtained within the probationary period in order to obtain permanent employment.
- Applicants must complete and submit with their applications the willingness questionnaire on the reverse side of this announcement. **Applications without the willingness questionnaire will not be accepted.**
- Applicants must have available, suitable transportation for use on the job.
- Per Alabama Act Number 2000-775, beginning November 1, 2000, persons who apply for child welfare jobs will be subjected to a criminal background investigation prior to employment with the Department of Human Resources.

NOTES

- Applicants may apply for this position during their last semester of college; however, applicants will be required to submit documentation verifying completion of the Bachelor's degree to the hiring agency prior to beginning work.

BENEFITS

- Low-Cost Health/Dental Insurance (Single Coverage) • Optional Family Coverage (Health/Dental)
- Accrue Thirteen Annual Leave Days per Year • Accrue Thirteen Sick Days per Year • Thirteen Paid Holidays per Year
- Retirement Plan • Flexible Employee Benefit Plans • Optional Deferred Compensation Plans

EXAMINATION

- Open-Competitive to all applicants
- Evaluation of Training and Experience as shown on application

HOW TO APPLY

- Complete an Application for Examination Form available at www.personnel.alabama.gov, the above address, or any Alabama Career Center Office.
- Apply by mail or by fax. *Applications will be accepted until further notice.*

THE STATE OF ALABAMA IS AN EQUAL OPPORTUNITY EMPLOYER

Please refer to the State Personnel Department web site or call us at (334) 242-3389 for complete information on our policy for accepting post-secondary and advance degrees..

Applicants hired by the State of Alabama on or after January 1, 2012 will be subject to the E-Verify process pursuant to Act No. 2011-535.

WILLINGNESS QUESTIONNAIRE FOR SOCIAL WORKER (50248)

Are you willing and able to:

1. Work in situations where children or adults are deprived of basic living needs (ie food, shelter, education, medical services, clothing etc.)? Yes ☐ No ☐
2. Remove children from current living situations for placement in foster care against the wishes of the parents or legal guardians? Yes ☐ No ☐
3. View graphic physical abuse of children or adults? Yes ☐ No ☐
4. Work in high crime areas, sometimes alone? Yes ☐ No ☐
5. Use your personal vehicle to transport clients, children, supplies, or conduct visits? Yes ☐ No ☐
6. Work with persons who are substance abusers? (alcohol and drugs) Yes ☐ No ☐
7. Work in low income housing projects sometimes alone? Yes ☐ No ☐
8. Occasionally work nights and weekends? Yes ☐ No ☐
9. Take verbal abuse without retaliating physically or verbally? Yes ☐ No ☐
10. Visually observe children, clients, or adults for physical signs of deprivation (ie clothing, hygiene, extreme weight loss, etc)?
Yes ☐ No ☐
11. Handle large case loads? Yes ☐ No ☐
12. Maintain strict confidentiality of all information to which you have access? Yes ☐ No ☐
13. Serve as a witness in court proceedings? Yes ☐ No ☐
14. Maintain very detailed case notes? Yes ☐ No ☐
15. Work in highly emotional situations and maintain composure? Yes ☐ No ☐
16. Handle a large volume of paperwork? Yes ☐ No ☐
17. Handle the pressure of meeting deadlines? Yes ☐ No ☐

Signature: _____ **Social Security Number:**

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Continuous Announcement

SOCIAL SERVICE CASEWORKER – 50246

Salary: \$29,954.40 – \$47,757.60

Announcement Date: April 15, 2009

Revised Date: December 12, 2012

JOB INFORMATION

The Social Service Caseworker is a permanent full-time position used by various agencies throughout the state. This is service social work developing social service plans for select caseloads; investigating abuse and neglect cases; providing crisis intervention; assessing need and delivery of services; arranging for clinical services and/or planning for nursing home care; determining financial eligibility of day care and homemaker schedules; recruiting applicants for foster care and residential day care providers; speaking to the general public and groups; and preparing court reports and testifying in court.

MINIMUM REQUIREMENTS

- Bachelor's degree from an accredited* college or university in a social science. **OR**
- Bachelor's degree from an accredited* college or university with a degree in any major and at least 30 semester or 45 quarter hours in social or behavioral science courses. Please submit a college transcript or a list of social or behavioral science courses and hours completed with application.

ADDITIONAL REQUIREMENTS

- On the reverse side of this announcement is a willingness questionnaire. These questions are tasks in which a Social Service Caseworker may be asked to perform. Carefully read each question, then check yes or no as to your willingness to perform the task. If you answer no to any questions, you may wish to reconsider applying for Social Service Caseworker. Attach the completed questionnaire to your application and return it to the State Personnel Department. Applications without the willingness questionnaire attached will not be accepted.
- Applicants must have available, suitable transportation for use on the job.
- Per Alabama Act Number 2000-775, beginning November 1, 2000, persons who apply for child welfare jobs will be subjected to a criminal background investigation prior to employment with the Department of Human Resources.

NOTES

- Applicants may apply for this position during their last semester of college; however, applicants will be required to submit documentation verifying completion of the Bachelor's degree to the hiring agency prior to beginning work.

BENEFITS

- Low-Cost Health/Dental Insurance (Single Coverage) • Optional Family Coverage (Health/Dental)
- Accrue Thirteen Annual Leave Days per Year • Accrue Thirteen Sick Days per Year • Thirteen Paid Holidays per Year
- Retirement Plan • Flexible Employee Benefit Plans • Optional Deferred Compensation Plans

EXAMINATION

- Open-Competitive to all applicants
- Evaluation of Training and Experience as shown on your application

HOW TO APPLY

- Complete an Application for Examination Form available at www.personnel.alabama.gov, the above address, or any Alabama Career Center Office.
- Apply by mail or by fax. *Applications will be accepted until further notice.*

THE STATE OF ALABAMA IS AN EQUAL OPPORTUNITY EMPLOYER

*Please refer to the State Personnel Department web site or call us at (334) 242-3389 for complete information on our policy for accepting post-secondary and advance degrees.

Applicants hired by the State of Alabama on or after January 1, 2012 will be subject to the E-Verify process pursuant to Act No. 2011-535.

WILLINGNESS QUESTIONNAIRE FOR SOCIAL SERVICE CASEWORKER (50246)

Are you willing and able to:

1. Work in situations where children or adults are deprived of basic living needs (i.e., food, shelter, education, medical services, clothing etc.)? Yes ☐ No ☐
2. Remove children from current living situations for placement in foster care against the wishes of the parents or legal guardians? Yes ☐ No ☐
3. View graphic physical abuse of children or adults? Yes ☐ No ☐
4. Work in high crime areas, sometimes alone? Yes ☐ No ☐
5. Use your personal vehicle to transport clients, children, supplies, or conduct visits? Yes ☐ No ☐
6. Work with persons who are substance abusers? (alcohol and drugs) Yes ☐ No ☐
7. Work in low income housing projects sometimes alone? Yes ☐ No ☐
8. Occasionally work nights and weekends? Yes ☐ No ☐
9. Take verbal abuse without retaliating physically or verbally? Yes ☐ No ☐
10. Visually observe children, clients, or adults for physical signs of deprivation (ie clothing, hygiene, extreme weight loss, etc)?
Yes ☐ No ☐
11. Handle large case loads? Yes ☐ No ☐
12. Maintain strict confidentiality of all information to which you have access? Yes ☐ No ☐
13. Serve as a witness in court proceedings? Yes ☐ No ☐
14. Maintain very detailed case notes? Yes ☐ No ☐
15. Work in highly emotional situations and maintain composure? Yes ☐ No ☐
16. Handle a large volume of paperwork? Yes ☐ No ☐
17. Handle the pressure of meeting deadlines? Yes ☐ No ☐

Signature: _____ Social Security Number:

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Continuous Announcement

SENIOR SOCIAL WORKER - 50221

Salary: \$35,589.60 – \$53,995.20
Revised Date: December 12, 2012

JOB INFORMATION

The Senior Social Worker is a permanent full-time position used by various agencies throughout the state. This is advanced professional service social work. Employees in this class develop a social service plan for a difficult and complex select caseload in child protective services, adult protective services, child and adult foster care and/or adoptions; investigate complex abuse and neglect cases; provide immediate crisis intervention; assess need and delivery of services; arrange for clinical services; and/or plan for nursing home care.

MINIMUM REQUIREMENTS

- Master's degree in Social Work from a social work program accredited by the Council on Social Work Education.
- Eligibility for Licensure as issued by the Alabama Board of Social Work Examiners

ADDITIONAL REQUIREMENTS

- Licensure must be obtained within the probationary period in order to obtain permanent employment.
- Applicants must complete and submit with their applications the willingness questionnaire on the reverse side of this announcement. Applications without the willingness questionnaire will not be accepted.
- Applicants must have available, suitable transportation.
- Per Alabama Act Number 2000-775, beginning November 1, 2000, persons who apply for child welfare jobs will be subjected to a criminal background investigation prior to employment with the Department of Human Resources.

NOTE

- Applicants may apply for this position during their last semester of college; however, applicants will be required to submit documentation verifying completion of the Master's degree to the hiring agency prior to beginning work.

BENEFITS

- Low-Cost Health/Dental Insurance (Single Coverage) • Optional Family Coverage (Health/Dental)
- Accrue Thirteen Annual Leave Days per Year • Accrue Thirteen Sick Days per Year • Thirteen Paid Holidays per Year
- Retirement Plan • Flexible Employee Benefit Plans • Optional Deferred Compensation Plans

EXAMINATION

- Open-Competitive to all applicants
- Evaluation of Training and Experience as shown on application

HOW TO APPLY

- Complete an Application for Examination Form available at www.personnel.alabama.gov, the above address, or any Alabama Career Center Office.
- Apply by mail or by fax. *Applications will be accepted until further notice.*

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Applicants hired by the State of Alabama on or after January 1, 2012 will be subject to the E-Verify process pursuant to Act No. 2011-535.

WILLINGNESS QUESTIONNAIRE FOR SENIOR SOCIAL WORKER (50221)

Are you willing and able to:

1. Work in situations where children or adults are deprived of basic living needs (ie food, shelter, education, medical services, clothing etc.)? Yes ☐ No ☐
2. Remove children from current living situations for placement in foster care against the wishes of the parents or legal guardians? Yes ☐ No ☐
3. View graphic physical abuse of children or adults? Yes ☐ No ☐
4. Work in high crime areas, sometimes alone? Yes ☐ No ☐
5. Use your personal vehicle to transport clients, children, supplies, or conduct visits? Yes ☐ No ☐
6. Work with persons who are substance abusers? (alcohol and drugs) Yes ☐ No ☐
7. Work in low income housing projects sometimes alone? Yes ☐ No ☐
8. Occasionally work nights and weekends? Yes ☐ No ☐
9. Take verbal abuse without retaliating physically or verbally? Yes ☐ No ☐
10. Visually observe children, clients, or adults for physical signs of deprivation (ie clothing, hygiene, extreme weight loss, etc)?
Yes ☐ No ☐
11. Handle large case loads? Yes ☐ No ☐
12. Maintain strict confidentiality of all information to which you have access? Yes ☐ No ☐
13. Serve as a witness in court proceedings? Yes ☐ No ☐
14. Maintain very detailed case notes? Yes ☐ No ☐
15. Work in highly emotional situations and maintain composure? Yes ☐ No ☐
16. Handle a large volume of paperwork? Yes ☐ No ☐
17. Handle the pressure of meeting deadlines? Yes ☐ No ☐

Signature: _____ **Social Security Number:**

ALABAMA STATE DEPARTMENT OF HUMAN RESOURCES

CAPTA ADDENDUM HIGHLIGHTS/CLARIFICATION

9-14-2016

The Alabama Department of Human Resources is currently working in several areas to ensure that the population of newborns to five (5) years old are protected and/or receive adequate treatment and/or services as needed.

The Department is currently providing policy training to all workers and supervisors. Under the direction of our Commissioner, this training is mandatory and every worker and supervisor must attend at least one training session offered at various locations around the state. Feedback from participants attending this training has been positive.

The Department has also developed Mandatory Reporter Training for all individuals who are deemed, by state law, to be mandatory reporters. This training is online and ongoing. This training can be accessed by any citizen regardless of whether they are a mandated reporter.

The Department of Human Resources is teaming with the Department of Public Health to promote public awareness of the ABC's of Safe Sleep through public service announcements and other avenues where the public will come in contact with the information. The Campaign highlights the ABC's of Safe Sleep as: "A is for *Alone*: Always let the baby sleep alone, never in a bed with another person where the baby could be smothered. B is for on the baby's *Back*: An infant should be placed to sleep on his or her back, not on his or her side or stomach. C is for *Crib*: Always put your child to sleep in a crib with only a firm mattress and tight-fitting sheet."

Child Protective Services staff are working in select counties to complete a 100% review of all cases in an effort to strengthen practice and ensure that our clients continue to be safe and receive any needed services. Reviewers recommend training or further consultation in areas which are found to need improvement. Reviewers will be prompted to pay particular attention to Plans of Safe Care.

The Alabama Department of Human Resources was recently selected by the *National Governors Association* (NGA) as one of eight states to participate in an 18-month technical assistance effort focused on improving safety and preventing fatalities within the child welfare system.

The purpose of the Three Branch Institute to Improve Child Safety and Prevent Child Fatalities is to help participating states develop an integrated and comprehensive plan by aligning the executive, legislative and judicial branches of state government.

Alabama will have an opportunity to build upon ongoing work with technical assistance from partners and national experts. With a core team which includes a State Senator; State Legislator; Judiciary; and DHR/Department of Public Health, Alabama will have an opportunity to mobilize staff capacity and other organizational assets from all three governmental branches to achieve an integrated approach, providing for the safety and prevention of fatalities and near-fatalities of those within or at risk of entering the child welfare system. Their work and the availability of TA around safe sleep and other causes of death due to abuse and neglect integrate well into the requirements of CAPTA. We will inform all partners of policy around Plans for Safe Care.

The Alabama Department of Human Resources shall accept reports on infants who test positive for alcohol or drugs (and/or withdrawal symptoms) at birth. Reports shall also be accepted on infants who exhibit signs of fetal alcohol syndrome. Infants who have an excessive amount of prescribed medication or over the counter medication in their system will also be assessed by the Department. DHR child welfare staff shall develop a Plan of Safe Care for these infants, which could be a part of a broader safety plan. The Plan of Safe Care will provide for the safety of the infant, unless it is determined through thorough assessment, that the family will be able to provide for the care and safety of the infant without an agency developed plan. When a Plan for Safe Care is developed, appropriate referrals for services will be made for the infant and mother and will be written into the safe care plan for the infant. The Plan of Safe Care will also include the monitoring methods and follow-up steps that will be in-place.

When the report is received prior to the infant's discharge from the hospital, child welfare staff shall make contact with the mother, child and hospital staff prior to discharge. A home visit shall be made within 12 hours of the infant's discharge from the hospital.

If the report is received after the infant's discharge from the hospital, child welfare staff shall make a visit to the home no later than 12 hours.

The Department will direct counties to remind health care professionals of their responsibility to refer cases involving substance-exposed infants (including those demonstrating withdrawal symptoms due to exposure to legally prescribed medication) to the Department. In addition, the Department will notify the Alabama Hospital Association of these mandates, and they will distribute statewide.

Child Welfare staff must collect and assess information about the following:

- Conditions and circumstances related to the substance use/misuse (e.g., type, frequency, duration, underlying conditions);
- The presence of any other individuals (e.g., household members, friends) in the home who may also be using/misusing substances or influencing the parent's substance use/misuse;
- How the parent's substance use/misuse is impacting caregiving knowledge and skills:

- The parent's ability to meet the infant's unique needs;
- Adequacy of living arrangements and means of financial support; and
- Whether the mother has other children who are not living with her; if so, the whereabouts of those children, as well as their current living arrangement and legal status will be determined.

In all situations, child welfare staff shall specifically assess whether there are safety and permanency needs (e.g., mother left child in an inappropriate or unsafe setting) in these children's current living arrangement. If there is any indication that child safety is or was a concern for these children (e.g., parental rights terminated), consideration must be given as to whether the same or similar circumstances and safety issues may occur with this infant.

If the case will be opened for services, an Individualized Service Plan (ISP) will be developed with the family. Appropriate referrals for the infant and mother will be addressed in the plan, and a determination will be made as to whether a Plan of Safe Care will be included as a component of the ISP (if so, the monitoring and follow-up strategies will also be included). Child Welfare Staff will ensure that the steps of the Individualized service plan are monitored and changed with the changing needs of the infant and family.

In addition, all infants and toddlers from birth to 36 months with indicated abuse/neglect reports received on or after June 25, 2004 are referred to AEIS (Alabama Early Intervention Services). Early Intervention Services, identifies, through evaluation, infants and toddlers with a 25% delay in the major areas of development (e.g; physical, social, adaptive, cognitive, or communication skills) and provides early intervention supports and services to eligible children.

POSITIVE TEST FOR ALCOHOL AT BIRTH/FETAL ALCOHOL SYNDROME

Definition Child tests positive at birth for alcohol and/or exhibits symptoms of fetal alcohol syndrome. Fetal alcohol syndrome is associated with growth, mental, and physical problems (e.g. low birth weight, facial abnormalities, organ dysfunction, etc.) that occur in a baby when a mother consumes alcohol during pregnancy.

Additional Verification Written or verbal statement from a medical professional.

POSITIVE TEST FOR DRUGS AT BIRTH/DRUG WITHDRAWAL

Definition Infants who test positive at birth for illegal drugs are considered to be abused/neglected. Infants who test positive at birth for prescription medication or over the counter medications due to the mother's consumption and misuse of prescription medications or over the counter medications are considered to be abused/neglected. Misuse of



FINAL IRMIAL
DRAFT COMPAT2...

2015 – 2019 CFSP – Training Plan, 2017 APSR Addendum

OVERVIEW

The Office of Child Welfare Training (OCWT) is responsible for training social work and supervisory staff of county departments in the basic child welfare skills curriculum, Alabama Child Welfare Training (ACT I). Trainers are located in Huntsville, Montgomery, Gadsden and Birmingham and deliver training in cities throughout the State.

The Office of Child Welfare Training has consistently provided up-to-date training to staff by developing and delivering training programs which promote the development of competent child welfare professionals. ACT I and ACT II sessions continue to equip child welfare workers and supervisors with the knowledge and skills necessary to help them to be successful in their work with families. The Office of Child Welfare Training serves as a “clearinghouse” for training needs within the Division. In some areas it will serve in a consulting role to help other units in the Division develop curricula that is outcome based and fits within the adult learning mode. In other areas, it may do more partnering by helping to deliver the training with staff. It also serves in a consulting role for the counties as they are enabled through train-the-trainer programs to produce and present some of their own training.

DESCRIPTION OF INITIAL IN-SERVICE TRAINING PROGRAM FOR NEW CHILD WELFARE STAFF:

Alabama Child Welfare Training (ACT I) is the initial staff development and training program for staff. Generally, the majority of new staff completes ACT I training no later than 3-6 months upon employment. ACT I is based on five foundation concepts: the belief that people can change; respecting the family’s culture, joining with families; building partnerships with birth families and foster/adoptive families in parenting; and working with families in an ecological (Systems) framework. The delivery of ACT I training has been refined to incorporate a blended learning approach. Prior to attending ACT I (in class) training, participants are given on-line reading assignments, accompanied by a short quiz to gauge their understanding. While in class, the prerequisite work is discussed. OCWT continues to look at cost-saving measures that will not diminish the overall learning experience.

ACT I: NEW CHILD WELFARE WORKERS TRAINING – ENSURING COMPETENCIES:

ACT I is a skill based training curriculum designed for new child welfare employees. The program consists of three modules (11 days) of training in a classroom setting, along with Professional Development Plan (PDP) activities in the middle and end of the residential training. The PDP activities are designed to culminate in, or be incorporated into, the workers’ PDP. For maximum benefit, participants should attend ACT I within three months of beginning employment with the Department.

ACT I develops skills needed for the Individualized Service Plan (ISP) process, from the initial contact with the family through case closure. Protection and permanence for the children are stressed as dual goals of all work with families. Through ACT I, staff are taught to involve children and their families and foster/adoptive parents as partners in assessing, planning and utilizing services that the family’s planning team has identified and agreed upon. ACT I provides a foundation for practice in keeping with the principles of practice Alabama has adopted. ACT I prepares agency staff to promote safety, permanency, and well-being for the children and families the Department serves. The following core skills and abilities are presented, modeled, and practiced in ACT I.

Foundation Concepts and DHR Mission: The participants learn the principal foundation concepts in which the agency believes to be able to help families.

Interpersonal Helping Skills: Participants learn how to engage and join with families so that families will be willing to work with the agency. They learn skills necessary for interviewing family and team members including dealing with anger or resistance. Participants also learn the basics of keeping themselves safe.

Assessing Safety: Participants learn the process and skills for assessing safety of children from the point of the intake call through closing the case. Included in this material are the ability to assess and make a determination of whether abuse or neglect occurred and the caregiver’s protective capacities. Participants are taught to assess and identify strengths and needs of the families throughout the life of the case to assist in planning and providing appropriate services.

Individualized Service-Planning (ISP): Participants learn how to prepare for, facilitate, implement, monitor and update the family’s plan within the ISP process.

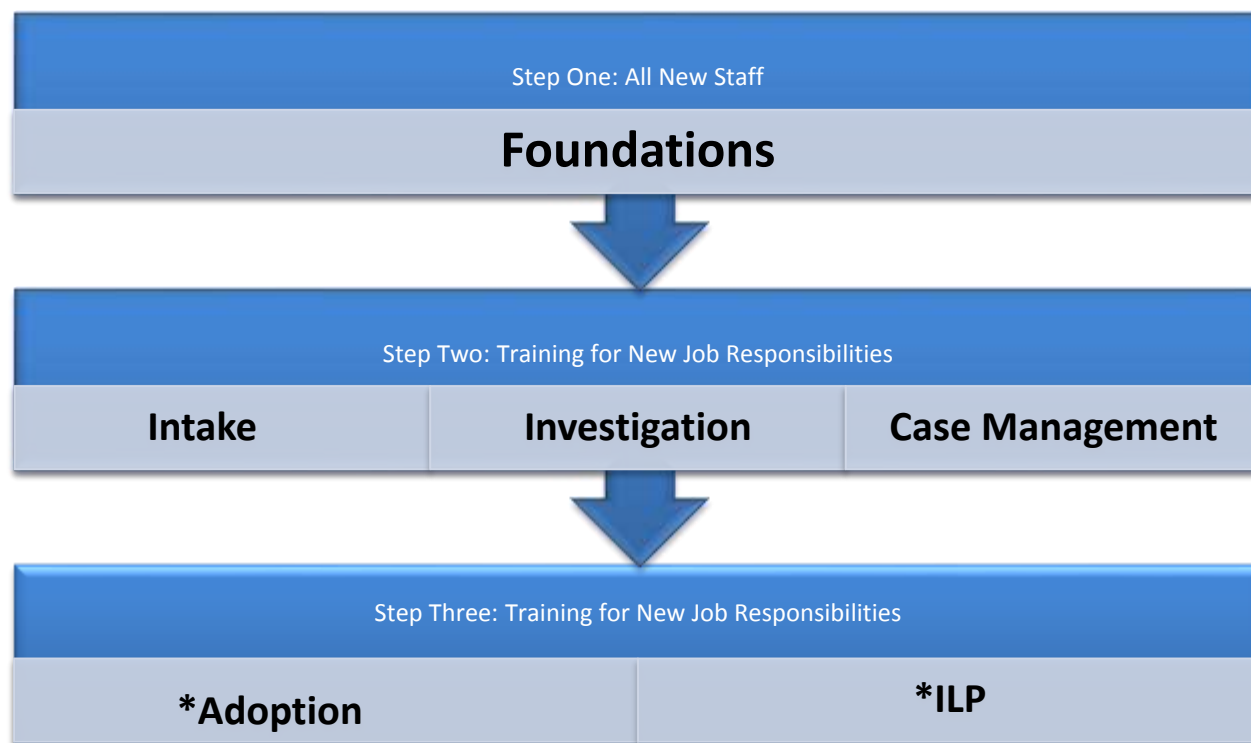
Crisis Intervention: Participants learn how to assess the level of crisis and intervention techniques for crisis situations. **Comprehensive Family Assessment (CFA):** Participants learn how to assess families and family systems to identify strengths and needs related to abuse and/or neglect. Included in the assessment

is gathering historical information as well as identifying underlying conditions for the abuse and/or neglect. Participants are taught how to gather information, analyze it, draw conclusions and make decisions based on the assessment. **Assessing and Planning For Needs Of Children:** Participants are taught about the needs of children based on their abuse and/or neglect and strategies to meet those needs. They also learn about issues of loss, separation, grief, and attachment for children who are in out-of-home placements. Included in assessing and meeting children's needs are interdependent living skills which are necessary for any child age 14 or older in DHR custody to prepare them to live interdependently when they are emancipated. **Permanency Planning:** Participants learn about different permanency options and how to plan for the most appropriate permanency plan in a timely manner.

Striving Toward Excellent Practice: STEP

The Office of Child Welfare Training is currently revising the Child Welfare Pre Service Training. The new training, Striving Toward Excellent Practice (STEP), will have more focus on the areas of Trauma, Meaningful Casework Visits, Sexual Trafficking, Use of Psychotropic Medications, and the Involvement of Fathers, among other things.

The new design will include "Steps" of development. The first "Step" will be the foundational tools all workers need. "Steps" 2 and 3 will include specific modules for staff based upon their particular duties at DHR. (Striving Toward Excellent Practice in Intake, Striving Toward Excellent Practice in Investigation, etc.)



*Adoption and ILP have the prerequisite of Case Management.

The new design will also incorporate more online resources. The classroom modules will be designed for the specific duties of the worker, saving time spent away from the office. Additionally our SACWIS system, FACTS, will be incorporated into the Child Welfare Curriculum, so that staff will not have to go to a separate training and they will be able to see how the work they do in the field is incorporated and supported in our FACTS system.

DESCRIPTION OF ONGOING TRAINING PROGRAM FOR CHILD WELFARE STAFF (ACT II):

ACT II is made up of stand-alone curricula, which support each other and build on the foundations of ACT I, which is a prerequisite for taking all ACT II curricula. The respective ACT II training curriculums are as follows:

ACT II: MEETING FAMILIES UNDERLYING CONDITIONS provides workers with skills to analyze information about families with regard to underlying causes of risks, safety issues, patterns within the family's behaviors, and assessing the possibility of maintaining a child in the family's home safely (3-day training). The *Underlying Needs* Training strengthens the child welfare worker's critical skills in looking beyond family members' behavioral surface symptoms, in order to recognize, address, and plan for helping the family change their deeper issues which have resulted in child maltreatment. Child welfare workers are provided the tools to assist them in effectively identifying the underlying needs in a situation where maltreatment has occurred, or is likely to recur, so that risks to children may be eliminated, or significantly reduced for the long-term.

The Core Abilities of *Underlying Conditions* Training are:

- **Core Ability 1:** Recognize and empower families through the process of change.
- **Core Ability 2:** Gather and analyze information to determine the underlying needs being expressed by the family member's behaviors.
- **Core Ability 3:** Identify major danger threats and areas of resiliency (strengths) families are experiencing.
- **Core Ability 4:** Communicate with the family and their team about the assessment process and reach agreement on the causes of maltreatment.
- **Core Ability 5:** Use the assessment information and empower families to determine multiple options for meeting their needs.
- **Core Ability 6:** Develop an individualized plan to meet the causes of maltreatment.

ACT II: THE INDIVIDUALIZED SERVICE PLANNING PROCESS FOR FAMILIES WHO EXPERIENCE SUBSTANCE ABUSE trains workers on the dynamics of working with families involved in substance abuse (4-day training). The *ISP Process with Families Who Experience Substance Abuse* training was designed to cover the major steps in handling substance abuse and the resulting child abuse and neglect. A high percentage of families where there is child abuse and neglect have substance abuse occurring in the home. This training builds on *ACT I* which provides the basic ground work for child welfare workers regarding the ISP process, while *ACT II* provides further training in areas of special concern to child welfare workers. This training explores the child welfare worker's role and responsibility in helping parents and children who are addicted or dependent on substances.

The *Substance Abuse* training is designed to develop the following core abilities:

- **Core Ability 1:** Identify substance abuse as a disease that affects the entire family. Be able to assess strengths and danger threats of individuals and families experiencing substance abuse.
- **Core Ability 2:** Be able to identify signs and symptoms of substance abuse and specific drugs, including new drug trends, such as OxyContin and Crystal Meth.
- **Core Ability 3:** Identify the child welfare worker's role and responsibilities as a team member in assessing and treating families who experience child maltreatment and substance abuse; i.e. how to empower families rather than enabling the substance abuse to continue.
- **Core Ability 4:** Identify the immediate danger threats and long-term effects of substance abuse on family members. Treatment modalities are explored. Identify community resources that treat the effects.
- **Core Ability 5:** Examine the recovery/relapse process experienced by a person who is addicted; i.e. how to work with a family and their team in developing an effective ISP and how to monitor the recovery process.

ACT II: CPS (PRACTICAL CHILD PROTECTION SERVICES) is a 5 day training that was originally developed by the National Child Advocacy Center and has since been updated by the Office of Child Welfare Training. This training is a prerequisite for ACT II: Practical Child Sexual Abuse Intervention, which builds on the skills learned in this session. This training is designed to enable workers to acquire skills to:

- a. Distinguish between abuse and accidental injury.
- b. Achieve immediate crisis stabilization during assessments.
- c. Recognize emerging safety/removal factors.
- d. Assign priorities with regards to risk and safety.
- e. Assess level of risk in a family in various situations.
- f. Assess ability/willingness of non-offending parent to protect child in the family's home.
- g. Assess probability of recurring safety issues through the assessment of underlying causes of abuse.

The objective of *Child Protection Services Training (CPS)* is to empower the child protective social workers and provide them with the tools and skills required to deliver services related to family preservation and protection of abused, neglected and sexually abused children. *CPS* is an individualized program to help child welfare workers make informed decisions. Topics covered in this course include:

- Knowledge of the values of child welfare practice, including the families' self-determination, permanence, family preservation, preservation of parents' and children's rights, and respect for individual differences. How to accurately identify physical, emotional and behavioral indicators of abuse, neglect, and sexual abuse in children who have been abused and their families. Knowledge of how child abuse and neglect are presenting symptoms of family dysfunction, and how to assess individual, family, and environmental contributors to abuse, neglect, and sexual abuse.
- Knowledge of what data must be gathered from reporters, case records, and other sources to thoroughly assess alleged abuse or neglect. How to identify the factors that must be evaluated when assessing present danger threats, determining whether abuse/neglect occurred and determining impending dangers, strengths, and other risks in the family. How to determine when abuse or neglect is indicated; and when complaints are unsubstantiated, yet should be referred for community services.
- Knowledge of the responsibilities of the child protection agency and caseworker, including investigating complaints of maltreatment, providing ongoing, in-home service, providing temporary substitute care placements, and providing permanent homes for children.
- Knowledge of the proper roles and responsibilities of other community agencies in the child protective service process and how we can collaborate with these agencies and practitioners to develop case plans and to provide services.
- Understanding the concept of cultural competence; knowing how one's own culture affects behavior and values; and how cultural and ethnic differences may affect the delivery of child welfare services.

ACT II: PRACTICAL CHILD SEXUAL ABUSE INTERVENTION was developed by the National Child Advocacy Center. Practical CSA is specialized training on the investigation of child sexual abuse and working with families that are impacted by child sexual abuse. This includes information regarding the dynamics of child sexual abuse (5-day training). The Practical Child Sexual Abuse training is a competency based curriculum designed to provide the child welfare worker with a foundation for identifying and assessing child sexual abuse. This training has a prerequisite of ACT II: CPS (Practical Child Protective Services) which introduces skills that are built upon in this session. The training offers a multidisciplinary approach to the identification, investigation, validation and prosecution of alleged child sexual abuse. An overview of this session includes investigation techniques; developmental considerations of child interviewing; medical assessment of an alleged victim of child sexual abuse; offender typology; dynamics of victims and families; and cultural considerations.

- **Core Ability 1:** Understand legal definitions of sexual abuse, child welfare practice standards, and other related laws in Alabama.
- **Core Ability 2:** Become aware and desensitized to language children may use in naming their body parts and describing sexual activity.
- **Core Ability 3:** Identify survivor, sibling, offender and non-offending parent dynamics.

- **Core Ability 4:** Gain knowledge of interviewing techniques for use with the child, offender, siblings, and the non-offending parent.
- **Core Ability 5:** Recognize personal reactions to cases involving child sexual abuse and ways to prevent burnout and compassion fatigue.
- **Core Ability 6:** Identify steps necessary to complete a child sexual abuse case according to policy and best practice.
- **Core Ability 7:** Determine safety plans, case management and treatment issues.
- **Core Ability 8:** Understand the child sex offender, their motivations, denial and distortions, and assess attitudes toward child molestation.
- **Core Ability 9:** Identify advantages of a multidisciplinary approach to CSA investigations and increase understanding of roles and responsibilities of each discipline.
- **Core Ability 10:** Understand when reunification may be considered and increase knowledge of necessary preconditions.

ACT II: SUPERVISORS TRAINING is offered and covers basic skills for supervisors (6-day training, plus an OJT component - 3 days classroom, followed by OJT weeks in the field, followed by 3 more classroom days). *Supervisors Training* provides the foundation for supervisory practice in Child Welfare. It describes the roles and responsibilities of the Child Welfare supervisor, and provides practice-oriented demonstrations of how to carry out supervisory responsibilities. The pervading theme of the *Supervisors Training* is that the paramount role of the supervisor is to enable front line staff to meet the needs of families and children and to fulfill the mission of the agency. In a large sense, supervisors within the agency are the “Guardians of Practice.” Two overarching roles are stressed within the 6 days of training: building the foundation for and maintaining unit effectiveness, and developing and maintaining individual staff capacity. Supervisors are given opportunities to practice within the classroom setting, and after completing an On-The-Job (OJT) training assignment in their respective counties, the trainers provide coaching and modeling to the supervisors related to their experiences with OJT. OJT is completed between the first and second weeks of training and is done in conjunction with the supervisor’s regular daily activities. Supportive practice is modeled and encouraged during the training along with practice techniques for creating a positive tone within the supervisor’s unit to enhance worker productivity. Conversely, corrective action is also demonstrated as part of supervisory practice. Roles as negotiator and mediator between units and upper management is another major focal point, stressing the role of supervisor in delivering both internal and external policies and procedures to line workers, and then monitoring to ensure policy is being followed. The goal of *Supervisors Training* is to provide supervisors with basic skills and knowledge to be effective and to subsequently become a leader within the agency.

ACT II: CONCURRENT PERMANENCY PLANNING TRAINING is designed to show social workers the path to permanency for children (3-day training). It discusses the developmental needs of children for timely permanency, barriers to permanence for children, and the opportunities available through newer laws to achieve permanency for children. Practical tools are shared which will help social workers in making case goal decisions with parents and their team. Specific case management practices to help prevent foster care drift are examined. Participants will have opportunity to:

- Enhance their understanding of concurrent planning concepts and practices.
- Increase their understanding of how to work with the legal process to achieve safety and permanency for children.
- Expand their knowledge and skills of full disclosure and casework practices necessary to expedite permanency.
- Increase differential assessment skills and the ability to assess case prognosis.
- Enhance professional competence in helping families engage in the process of change.
- Expand knowledge of techniques to use to address child well-being in the areas of maintaining connections and preparing children for adoption.
- Practice integration of permanency concurrent planning concepts into the ISP team meeting.

GROUP PREPARATION AND SELECTION (GPS) AND DECIDING TOGETHER LEADER CERTIFICATION TRAINING

The Office of Child Welfare Training also provides Leader Certification Training in Group Preparation and Selection (GPS) for Prospective Foster/Adoptive Parents to county staff and foster parents and to qualified staff of licensed child placing agencies who will lead groups of foster/adoptive applicants through the

process leading to licensure or approval. Leader certification sequences consist of two weeks of classroom training focusing on GPS curriculum and leader facilitation skills. The Office of Child Welfare Training has, in the past, partnered with other certified “Trainers of Leaders” to deliver the leader certification training. Deciding Together is another curriculum designed for use with foster/adoptive families and is delivered by the Office of Child Welfare Training. Deciding Together is a foster/adoptive preparation and selection process designed for use with individuals/families whose geographic location or circumstances of employment prohibit attendance at the 10 weeks of group meetings included in GPS.

TRAUMA INFORMED PARTNERING FOR SAFETY AND PERMANENCE (TIPS) LEADER CERTIFICATION TRAINING

The Office of Child Welfare Training provides Leader Certification Training in Trauma Informed Partnering for Safety and Permanence (TIPS) for Prospective Foster/Adoptive Parents to county staff and foster parents and to qualified staff of licensed child placing agencies who will lead groups of foster/adoptive applicants through the process leading to licensure or approval. This training replaces the Group Preparation and Selection Process Leader certification sequences and consists of two weeks (8 days) of classroom training focusing on TIPS curriculum and leader facilitation skills. The Office of Child Welfare Training has, in the past, partnered with other certified “Trainers of Leaders” to deliver the leader certification training. TIPS/Deciding Together certification is another curriculum designed for use with foster/adoptive families and is delivered by the Office of Child Welfare Training. Deciding Together is a foster/adoptive preparation and selection process designed for use with individuals/families whose geographic location or circumstances of employment prohibit attendance at the 10 weeks of group meetings included in TIPS.

TRAINING ENHANCEMENTS TO EXPLORE

Children are exposed to or experience domestic violence in many ways. They may hear one parent/caregiver threaten the other, observe a parent who is out of control or reckless with anger, see one parent assault the other, or live with the aftermath of a violent assault. Many children are affected by hearing threats to the safety of their caregiver, regardless of whether it results in physical injury. Children who live with domestic violence are also at increased risk to become direct victims of child abuse. In short, domestic violence poses a serious threat to children's emotional, psychological, and physical well-being, particularly if the violence is chronic. The Office of Child Welfare Training will explore ways to include more pertinent information in ACT I training that pertains to domestic violence and its effects on children. As part of this objective, OCWT plans to coordinate efforts with the Office of CPS and the Alabama Coalition Against Domestic Violence.

Child welfare workers help children and their families who are struggling with a variety of social issues, such as poverty, drug abuse, mental illness, domestic violence, and homelessness. Their prime directive is to insure the health and well-being of the children, protecting them when necessary, and providing services that help the families. One way to assist in ensuring that child welfare workers develop an understanding of the available services and their providers is to explore the possibility of developing a panel that includes representatives from the courts, the medical community, law enforcement, mental health, etc. The purpose of the panel would be to provide new workers the opportunity to ask questions regarding the roles and responsibilities of the members of the panel and how they help the population served, as well as how they all can work together.

The involvement of fathers and paternal family members is critical to a child's growth and development. Historically, child welfare agencies have not been effective in involving fathers in the family work that is needed to achieve safety, permanency, and well-being. The Office of Child Welfare Training plans to enhance CPP training to include more in depth information on engaging and involving fathers and paternal family members that will create greater opportunities for them to be connected in ways that would benefit their children. An important quality of successful supervision is the ability to be an effective leader. Every leader can be a supervisor, but every supervisor cannot be a leader. Methods and tools will be explored to provide more information regarding leadership in Supervisors training. The possibility of utilizing various on-line forums will be explored as well.

MEASURING SKILL DEVELOPMENT OF NEW/EXPERIENCED STAFF

The Professional Development Plan is covered in ACT I. During ACT I training, participants are provided a PDP Guidebook to assist them with creating a plan to develop their professional skills. Many times it begins in ACT I with the supervisor and worker developing the plan that will continue to be developed as skills are achieved. The supervisor remains key to the ongoing measuring of /providing coaching and feedback for skill development of line staff. Also, in classroom training there are a number of opportunities for staff to observe skills being modeled, as well as having the chance to practice and receive feedback on implementation of skills.

STATEWIDE INFORMATION SYSTEM (FACTS) TRAINING

Since January 2012, the Office of Child Welfare Training trains FACTS as part of OCWT. See also selected “Checklists” on the pages that follow.

CFCIP TRAINING

We will continue to provide comprehensive, innovative and relevant training to our youth, providers, county and state staff, foster parents, judges and interested community stakeholders. We will conduct annual networking opportunities for ILP staff, providers and community stakeholders. We will continue to provide regional trainings to the county related to independent living policy and procedures and NYTD. We will provide online trainings as deemed appropriate using our LETS training system. We will improve our capacity to provide training upon request to counties and community stakeholders if staff can be added to our Program. Youth will be provided annual leadership and ILP training. Youth will participate in national conferences annually and in monthly trainings around the state. Youth, county staff and stakeholders will participate in training focused on successful transitions supported through the Youth Centered Roundtable permanency process.

ADDITIONAL TRAINING INFORMATION

DHR encourages entry into the profession of social work by supporting programs and activities at several universities. DHR supports: student stipends; license review courses for social work licensure candidates; student field placement services at the Alabama A&M University, Alabama State University, Auburn University, Jacksonville State University, Miles College, Oakwood College, Talladega College, Tuskegee University, Troy University, University of Alabama, University of Montevallo, University of North Alabama, and University of South Alabama. DHR splits the cost of stipends and other funding for social work programs through funding based on the penetration rate, i.e., the ratio of children in foster care and adoption assistance who are IV-E eligible to the total number of children in foster care and adoption assistance.

Please note that the training costs identified on the pages that follow have a focus on projected costs for FY 2017, of the CFSP for the time period of FY 2015-2019. A number of organizational areas within DHR support Family Services and charge a portion of the training they provide to child welfare funds.

"CHECKLIST" FOR ADDRESSING TRAINING ACTIVITIES/EVENTS UNDER THE TITLE IV-B PLAN

(This "checklist" should be used as a guide to ensure that all of the following information is provided in the Plan for each individual training activity planned to be held during the reporting period covered by this update)

<i>Provide a one paragraph brief syllabus of the training activity</i>					
Performance appraisal for social worker supervisors describes techniques and skills to write action and outcome based performance criteria to conduct formal and informal meetings with employees, and to document and rate employee performance objectively according to an established rating scale. Further, both directive and supportive supervisory behaviors are modeled as methods to develop employee competence through coaching.					
<i>Indicate which, if any, of the specifically allowable Title IV-E administrative functions this training activity addresses.</i>					
<input type="checkbox"/>	IV-E Eligibility Determination or Redetermination	<input type="checkbox"/>	Placement of Child		
<input type="checkbox"/>	Rate Setting	<input type="checkbox"/>	Development and Maintenance of Case Plan		
<input type="checkbox"/>	Hearings and Appeals	<input checked="" type="checkbox"/>	Case Management		
<input type="checkbox"/>	Referral to Services	<input type="checkbox"/>	Recruitment/Licensing of Foster/Adoptive Homes and Institutions		
<input type="checkbox"/>	Preparation for and Participation in Judicial Determinations	<input type="checkbox"/>	Data Collection and Reporting		
<i>Indicate setting/venue for the training activity</i>			<i>Indicate proposed provider of training activity</i>		
<input type="checkbox"/>	Pre-Service (Trainee not yet employed by State agency)	<input checked="" type="checkbox"/>	In-house agency training staff	Specify	
<input type="checkbox"/>	Initial In-Service (Intensive training to prepare new employees)	<input type="checkbox"/>	Public university ----->		
<input type="checkbox"/>	Continuing In-Service (On-going training for existing employees)	<input type="checkbox"/>	Private university ----->		
<input checked="" type="checkbox"/>	Conference/workshop	<input type="checkbox"/>	Other ----->		
<i>Indicate duration category of the training activity</i>			<i>Specify approximate number of days or hours of training activity</i>		
<input checked="" type="checkbox"/>	Short Term (Less than eight consecutive work weeks)	<input type="checkbox"/>	1 Days		
<input type="checkbox"/>	Long Term (Eight or more consecutive work weeks)	<input type="checkbox"/>	Hours per day		
		<input type="checkbox"/>	Credit hours		
<i>Indicate the audience to receive training</i>					
<input checked="" type="checkbox"/>	Staff of State/local agency administering the State Plan	<input type="checkbox"/>	Adoptive parents		
<input type="checkbox"/>	Volunteers of State/local agency administering State Plan	<input type="checkbox"/>	Child caring agency staff		
<input type="checkbox"/>	Persons preparing for employment with State/local agency	<input type="checkbox"/>	Child placement agency staff		
<input type="checkbox"/>	Foster parents	<input type="checkbox"/>	Other State agency staff (JJ, MH, DD, etc.)	Specify	
		<input type="checkbox"/>	Other community staff (medical, legal, police)		
<i>Costing method</i>			<i>Estimated total cost</i>		
<input type="checkbox"/>	Unit cost per trainee (Tuition/books/supplies per trainee) or	Unit cost	\$0.00	No. Trainees	0
<input type="checkbox"/>	Cost per class/training function	Estim. no. of trainees in class		125	Total Cost \$5,000.00
<input checked="" type="checkbox"/>	Other (specify) SEE BELOW				
<i>Cost allocation methodology</i>					
Describe basis for allocating costs among benefiting programs & funding sources (including application of eligibility rates, where applicable)					
1. Training costs are part of overhead (such as supplies, printing, notebooks, etc.). 2. Employees use their own Program Effort Codes to cost out their training. Most will be service workers whose cost is distributed/based on Random Moment Sampling.					
<i>Indicate all applicable funding sources</i>					
<input checked="" type="checkbox"/>	IV-B-1 (CWS)	<input type="checkbox"/>	CAPTA		
<input type="checkbox"/>	IV-B-2 (PSSF)	<input type="checkbox"/>	IV-E Chafee ILP		
<input checked="" type="checkbox"/>	IV-E Foster Care	<input type="checkbox"/>	State only (mark only if other than non-Fed match)		
<input checked="" type="checkbox"/>	IV-E Adoption	<input checked="" type="checkbox"/>	Other, Specify	Child Support	
<input checked="" type="checkbox"/>	TANF	<input checked="" type="checkbox"/>	Other, Specify	Title XIX	

"CHECKLIST" FOR ADDRESSING TRAINING ACTIVITIES/EVENTS UNDER THE TITLE IV-B PLAN

(This "checklist" should be used as a guide to ensure that all of the following information is provided in the Plan for each individual training activity planned to be held during the reporting period covered by this update)

Provide a one paragraph **brief** syllabus of the training activity

Progressive discipline in the social work environment describes a specific five-level approach to discipline, and it includes general information on legal issues, including DHR advanced discipline procedures and specific techniques to conduct the lower levels of discipline effectively and provide the employee an opportunity to improve.

Indicate which, if any, of the **specifically allowable** Title IV-E administrative functions this training activity addresses.

<input type="checkbox"/> IV-E Eligibility Determination or Redetermination	<input type="checkbox"/> Placement of Child
<input type="checkbox"/> Rate Setting	<input type="checkbox"/> Development and Maintenance of Case Plan
<input type="checkbox"/> Hearings and Appeals	<input checked="" type="checkbox"/> Case Management
<input type="checkbox"/> Referral to Services	<input type="checkbox"/> Recruitment/Licensing of Foster/Adoptive Homes and Institutions
<input type="checkbox"/> Preparation for and Participation in Judicial Determinations	<input type="checkbox"/> Data Collection and Reporting

Indicate setting/venue for the training activity

<input type="checkbox"/> Pre-Service (Trainee not yet employed by State agency)
<input type="checkbox"/> Initial In-Service (Intensive training to prepare new employees)
<input type="checkbox"/> Continuing In-Service (On-going training for existing employees)
<input checked="" type="checkbox"/> Conference/workshop

Indicate proposed provider of training activity

<input checked="" type="checkbox"/> In-house agency training staff	Specify
<input type="checkbox"/> Public university ----->	
<input type="checkbox"/> Private university ----->	
<input type="checkbox"/> Other ----->	

Indicate duration category of the training activity

<input checked="" type="checkbox"/> Short Term (Less than eight consecutive work weeks)
<input type="checkbox"/> Long Term (Eight or more consecutive work weeks)

Specify approximate number of days or hours of training activity

<input type="checkbox"/> 1 Days
<input type="checkbox"/> Hours per day
<input type="checkbox"/> Credit hours

Indicate the audience to receive training

<input checked="" type="checkbox"/> Staff of State/local agency administering the State Plan	<input type="checkbox"/> Adoptive parents
<input type="checkbox"/> Volunteers of State/local agency administering State Plan	<input type="checkbox"/> Child caring agency staff
<input type="checkbox"/> Persons preparing for employment with State/local agency	<input type="checkbox"/> Child placement agency staff
<input type="checkbox"/> Foster parents	<input type="checkbox"/> Other State agency staff (JJ, MH, DD, etc.)
	<input type="checkbox"/> Other community staff (medical, legal, police)

Costing method

<input type="checkbox"/> Unit cost per trainee (Tuition/books/supplies per trainee) or
<input type="checkbox"/> Cost per class/training function
<input checked="" type="checkbox"/> Other (specify) SEE BELOW

Estimated total cost

Unit cost	\$0.00	No. Trainees	0	Total Cost	\$0.00
Estim. no. of trainees in class		125	Total Cost	\$5,000.00	

Cost allocation methodology

Describe basis for allocating costs among benefiting programs & funding sources (including application of eligibility rates, where applicable)

1. Training costs are part of overhead (such as supplies, printing, notebooks, etc.).
2. Employees use their own Program Effort Codes to cost out their training. Most will be service workers whose cost is distributed/based on

Indicate all applicable funding sources

<input checked="" type="checkbox"/> IV-B-1 (CWS)	<input type="checkbox"/> CAPTA
<input type="checkbox"/> IV-B-2 (PSSF)	<input type="checkbox"/> IV-E Chafee ILP
<input checked="" type="checkbox"/> IV-E Foster Care	<input type="checkbox"/> State only (mark only if other than non-Fed match)
<input checked="" type="checkbox"/> IV-E Adoption	<input checked="" type="checkbox"/> Other, Specify Child Support
<input checked="" type="checkbox"/> TANF	<input checked="" type="checkbox"/> Other, Specify Title XIX

"CHECKLIST" FOR ADDRESSING TRAINING ACTIVITIES/EVENTS UNDER THE TITLE IV-B PLAN

(This "checklist" should be used as a guide to ensure that all of the following information is provided in the Plan for each individual training activity planned to be held during the reporting period covered by this update)

Provide a one paragraph brief syllabus of the training activity

Read - Act Leadership Skills involves building knowledge about the Read-Act model for discussing interpersonal skills for supervisors in the social work environment. It focuses on assessing each employee in their capacity to perform work tasks and, then, responding with behavior that fosters employee growth toward success, production, and teamwork.

Indicate which, if any, of the specifically allowable Title IV-E administrative functions this training activity addresses.

<input type="checkbox"/> IV-E Eligibility Determination or Redetermination	<input type="checkbox"/> Placement of Child
<input type="checkbox"/> Rate Setting	<input type="checkbox"/> Development and Maintenance of Case Plan
<input type="checkbox"/> Hearings and Appeals	<input checked="" type="checkbox"/> Case Management
<input type="checkbox"/> Referral to Services	<input type="checkbox"/> Recruitment/Licensing of Foster/Adoptive Homes and Institutions
<input type="checkbox"/> Preparation for and Participation in Judicial Determinations	<input type="checkbox"/> Data Collection and Reporting

Indicate setting/venue for the training activity

Indicate proposed provider of training activity

<input type="checkbox"/> Pre-Service (Trainee not yet employed by State agency)	<input checked="" type="checkbox"/> In-house agency training staff	Specify
<input type="checkbox"/> Initial In-Service (Intensive training to prepare new employees)	<input type="checkbox"/> Public university ----->	
<input type="checkbox"/> Continuing In-Service (On-going training for existing employees)	<input type="checkbox"/> Private university ----->	
<input checked="" type="checkbox"/> Conference/workshop	<input type="checkbox"/> Other ----->	

Indicate duration category of the training activity

Specify approximate number of days or hours of training activity

<input checked="" type="checkbox"/> Short Term (Less than eight consecutive work weeks)	<input type="checkbox"/> 1 Days
<input type="checkbox"/> Long Term (Eight or more consecutive work weeks)	<input type="checkbox"/> Hours per day
	<input type="checkbox"/> Credit hours

Indicate the audience to receive training

<input checked="" type="checkbox"/> Staff of State/local agency administering the State Plan	<input type="checkbox"/> Adoptive parents
<input type="checkbox"/> Volunteers of State/local agency administering State Plan	<input type="checkbox"/> Child caring agency staff
<input type="checkbox"/> Persons preparing for employment with State/local agency	<input type="checkbox"/> Child placement agency staff
<input type="checkbox"/> Foster parents	<input type="checkbox"/> Other State agency staff (JJ, MH, DD, etc.)
	<input type="checkbox"/> Other community staff (medical, legal, police)

Costing method

Estimated total cost

<input type="checkbox"/> Unit cost per trainee (Tuition/books/supplies per trainee) or	Unit cost	\$0.00	No. Trainees	0	Total Cost	\$0.00
<input type="checkbox"/> Cost per class/training function	Estim. no. of trainees in class		125	Total Cost	\$5,000.00	
<input checked="" type="checkbox"/> Other (specify) SEE BELOW						

Cost allocation methodology

Describe basis for allocating costs among benefiting programs & funding sources (including application of eligibility rates, where applicable)

1. Training costs are part of overhead (such as supplies, printing, notebooks, etc.).
2. Employees use their own Program Effort Codes to cost out their training. Most will be service workers whose cost is distributed/based on

Indicate all applicable funding sources

<input checked="" type="checkbox"/> IV-B-1 (CWS)	<input type="checkbox"/> CAPTA
<input type="checkbox"/> IV-B-2 (PSSF)	<input type="checkbox"/> IV-E Chafee ILP
<input checked="" type="checkbox"/> IV-E Foster Care	<input type="checkbox"/> State only (mark only if other than non-Fed match)
<input checked="" type="checkbox"/> IV-E Adoption	<input checked="" type="checkbox"/> Other, Specify Child Support
<input checked="" type="checkbox"/> TANF	<input checked="" type="checkbox"/> Other, Specify Title XIX

"CHECKLIST" FOR ADDRESSING TRAINING ACTIVITIES/EVENTS UNDER THE TITLE IV-B PLAN

(This "checklist" should be used as a guide to ensure that all of the following information is provided in the Plan for each individual training activity planned to be held during the reporting period covered by this update)

Provide a one paragraph brief syllabus of the training activity

Striving Toward Excellent Practice (STEP), will have a focus on the areas of Trauma, Meaningful Casework Visits, Sexual Trafficking, Use of Psychotropic Medications, and the Involvement of Fathers, among other things.
The new design will include "Steps" of development. The first "Step" will be the foundational tools all workers need. "Steps" 2 and 3 will include specific modules for staff based upon their particular duties at DHR. (Striving Toward Excellent Practice in Intake, Striving Toward Excellent Practice in Investigation, etc.)

Indicate which, if any, of the specifically allowable Title IV-E administrative functions this training activity addresses.

<input type="checkbox"/> IV-E Eligibility Determination or Redetermination	<input checked="" type="checkbox"/> Placement of Child
<input type="checkbox"/> Rate Setting	<input checked="" type="checkbox"/> Development and Maintenance of Case Plan
<input type="checkbox"/> Hearings and Appeals	<input checked="" type="checkbox"/> Case Management
<input checked="" type="checkbox"/> Referral to Services	<input type="checkbox"/> Recruitment/Licensing of Foster/Adoptive Homes and Institutions
<input checked="" type="checkbox"/> Preparation for and Participation in Judicial Determinations	<input type="checkbox"/> Data Collection and Reporting

Indicate setting/venue for the training activity

Indicate proposed provider of training activity

<input type="checkbox"/> Pre-Service (Trainee not yet employed by State agency)	<input checked="" type="checkbox"/> In-house agency training staff	Specify
<input checked="" type="checkbox"/> Initial In-Service (Intensive training to prepare new employees)	<input type="checkbox"/> Public university ----->	
<input checked="" type="checkbox"/> Continuing In-Service (On-going training for existing employees)	<input type="checkbox"/> Private university ----->	
<input type="checkbox"/> Conference/workshop	<input type="checkbox"/> Other ----->	

Indicate duration category of the training activity

Specify approximate number of days or hours of training activity

<input checked="" type="checkbox"/> Short Term (Less than eight consecutive work weeks)	<input type="checkbox"/> 11 Days
<input type="checkbox"/> Long Term (Eight or more consecutive work weeks)	<input type="checkbox"/> Hours per day
	<input type="checkbox"/> 81 Credit hours

Indicate the audience to receive training

<input checked="" type="checkbox"/>	Staff of State/local agency administering the State Plan	<input type="checkbox"/>	Adoptive parents	
<input type="checkbox"/>	Volunteers of State/local agency administering State Plan	<input type="checkbox"/>	Child caring agency staff	
<input type="checkbox"/>	Persons preparing for employment with State/local agency	<input checked="" type="checkbox"/>	Child placement agency staff	Specify
<input type="checkbox"/>	Foster parents	<input type="checkbox"/>	Other State agency staff (JJ, MH, DD, etc.)	
		<input checked="" type="checkbox"/>	Other community staff (medical, legal, police)	Indian Tribe

Costing method

Estimated total cost

<input type="checkbox"/> Unit cost per trainee (Tuition/books/supplies per trainee) or	Unit cost	\$0.00	No. Trainees	0	Total Cost	\$0.00
<input type="checkbox"/> Cost per class/training function	Estim. no. of trainees in class		1000	Total Cost	\$850,000.00	
<input checked="" type="checkbox"/> Other (specify) SEE BELOW						

Cost allocation methodology

Describe basis for allocating costs among benefiting programs & funding sources (including application of eligibility rates, where applicable)

1. Training costs are part of overhead (such as supplies, printing notebooks, etc.).
2. Direct training costs (such as travel of employees, trainers' salaries and fringe benefits) go into a pool and are distributed according to IV-E / IV-B Penetration Rate

Indicate all applicable funding sources

<input checked="" type="checkbox"/> IV-B-1 (CWS)	<input type="checkbox"/> CAPTA
<input type="checkbox"/> IV-B-2 (PSSF)	<input type="checkbox"/> IV-E Chafee ILP
<input checked="" type="checkbox"/> IV-E Foster Care	<input type="checkbox"/> State only (mark only if other than non-Fed match)
<input checked="" type="checkbox"/> IV-E Adoption	<input checked="" type="checkbox"/> Other, Specify Title IV-E GA
<input type="checkbox"/> TANF	<input type="checkbox"/> Other, Specify
<input type="checkbox"/> SSBG	<input type="checkbox"/> Other, Specify

"CHECKLIST" FOR ADDRESSING TRAINING ACTIVITIES/EVENTS UNDER THE TITLE IV-B PLAN

(This "checklist" should be used as a guide to ensure that all of the following information is provided in the Plan for each individual training activity planned to be held during the reporting period covered by this update)

<i>Provide a one paragraph brief syllabus of the training activity</i>							
Alabama Child Welfare Training (ACT I) basic child welfare skills curriculum for social workers and supervisors: three modules which include OJT components. ACT is based on five foundation concepts: belief that people can change; respecting the family's culture; joining with families; building partnerships with birth families and adoptive/foster families in partnership working with families in an ecological system framework.							
OCWT-1							
<i>Indicate which, if any, of the specifically allowable Title IV-E administrative functions this training activity addresses.</i>							
<input type="checkbox"/>	IV-E Eligibility Determination or Redetermination	<input checked="" type="checkbox"/>	Placement of Child				
<input type="checkbox"/>	Rate Setting	<input checked="" type="checkbox"/>	Development and Maintenance of Case Plan				
<input type="checkbox"/>	Hearings and Appeals	<input checked="" type="checkbox"/>	Case Management				
<input checked="" type="checkbox"/>	Referral to Services	<input type="checkbox"/>	Recruitment/Licensing of Foster/Adoptive Homes and Institutions				
<input checked="" type="checkbox"/>	Preparation for and Participation in Judicial Determinations	<input type="checkbox"/>	Data Collection and Reporting				
<i>Indicate setting/venue for the training activity</i>				<i>Indicate proposed provider of training activity</i>			
<input type="checkbox"/>	Pre-Service (Trainee not yet employed by State agency)	<input checked="" type="checkbox"/>	In-house agency training staff	Specify			
<input checked="" type="checkbox"/>	Initial In-Service (Intensive training to prepare new employees)	<input type="checkbox"/>	Public university ----->				
<input checked="" type="checkbox"/>	Continuing In-Service (On-going training for existing employees)	<input type="checkbox"/>	Private university ----->				
<input type="checkbox"/>	Conference/workshop	<input type="checkbox"/>	Other ----->				
<i>Indicate duration category of the training activity</i>				<i>Specify approximate number of days or hours of training activity</i>			
<input checked="" type="checkbox"/>	Short Term (Less than eight consecutive work weeks)	11	Days				
<input type="checkbox"/>	Long Term (Eight or more consecutive work weeks)		Hours per day				
		81	Credit hours				
<i>Indicate the audience to receive training</i>							
<input checked="" type="checkbox"/>	Staff of State/local agency administering the State Plan	<input type="checkbox"/>	Adoptive parents				
<input type="checkbox"/>	Volunteers of State/local agency administering State Plan	<input type="checkbox"/>	Child caring agency staff				
<input type="checkbox"/>	Persons preparing for employment with State/local agency	<input checked="" type="checkbox"/>	Child placement agency staff	Specify			
<input type="checkbox"/>	Foster parents	<input type="checkbox"/>	Other State agency staff (JJ, MH, DD, etc.)				
		<input checked="" type="checkbox"/>	Other community staff (medical, legal, police)	Indian Tribe			
<i>Costing method</i>				<i>Estimated total cost</i>			
<input type="checkbox"/>	Unit cost per trainee (Tuition/books/supplies per trainee) or	Unit cost	\$0.00	No. Trainees	0	Total Cost	\$0.00
<input type="checkbox"/>	Cost per class/training function	Estim. no. of trainees in class		250	Total Cost	\$212,500.00	
<input checked="" type="checkbox"/>	Other (specify) SEE BELOW						
<i>Cost allocation methodology</i>							
Describe basis for allocating costs among benefiting programs & funding sources (including application of eligibility rates, where applicable)							
1. Training costs are part of overhead (such as supplies, printing notebooks, etc.). 2. Direct training costs (such as travel of employees, trainers' salaries and fringe benefits) go into a pool and are distributed according to IV-E / IV-B Penetration Rate.							
<i>Indicate all applicable funding sources</i>							
<input checked="" type="checkbox"/>	IV-B-1 (CWS)	<input type="checkbox"/>	CAPTA				
<input type="checkbox"/>	IV-B-2 (PSSF)	<input type="checkbox"/>	IV-E Chafee ILP				
<input checked="" type="checkbox"/>	IV-E Foster Care	<input type="checkbox"/>	State only (mark only if other than non-Fed match)				
<input checked="" type="checkbox"/>	IV-E Adoption	<input type="checkbox"/>	Other, Specify				
<input type="checkbox"/>	TANF	<input type="checkbox"/>	Other, Specify				
<input type="checkbox"/>	SSBG	<input type="checkbox"/>	Other, Specify				

"CHECKLIST" FOR ADDRESSING TRAINING ACTIVITIES/EVENTS UNDER THE TITLE IV-B PLAN

(This "checklist" should be used as a guide to ensure that all of the following information is provided in the Plan for each individual training activity planned to be held during the reporting period covered by this update)

Provide a one paragraph brief syllabus of the training activity

Leader certification UPDATE training in Trauma Informed Partnering for Safety (TIPS) for prospective foster/adoptive parents and county staff and foster parents and qualified staff of licensed child placing agencies who are GPS leaders who lead groups of foster/adoptive applicants thru the process of licensure or approval. Leader certification update sequences consist of 3 days of classroom training focusing on TIPS curriculum and leader facilitation skills.

OCWT-2

Indicate which, if any, of the specifically allowable Title IV-E administrative functions this training activity addresses.

<input checked="" type="checkbox"/> IV-E Eligibility Determination or Redetermination	<input checked="" type="checkbox"/> Placement of Child
<input type="checkbox"/> Rate Setting	<input type="checkbox"/> Development and Maintenance of Case Plan
<input type="checkbox"/> Hearings and Appeals	<input type="checkbox"/> Case Management
<input type="checkbox"/> Referral to Services	<input checked="" type="checkbox"/> Recruitment/Licensing of Foster/Adoptive Homes and Institutions
<input type="checkbox"/> Preparation for and Participation in Judicial Determinations	<input type="checkbox"/> Data Collection and Reporting

Indicate setting/venue for the training activity

Indicate proposed provider of training activity

<input type="checkbox"/> Pre-Service (Trainee not yet employed by State agency)	<input checked="" type="checkbox"/> In-house agency training staff	Specify
<input type="checkbox"/> Initial In-Service (Intensive training to prepare new employees)	<input type="checkbox"/> Public university ----->	
<input type="checkbox"/> Continuing In-Service (On-going training for existing employees)	<input type="checkbox"/> Private university ----->	
<input checked="" type="checkbox"/> Conference/workshop	<input type="checkbox"/> Other ----->	

Indicate duration category of the training activity

Specify approximate number of days or hours of training activity

<input checked="" type="checkbox"/> Short Term (Less than eight consecutive work weeks)	<input type="checkbox"/> 10 Days
<input type="checkbox"/> Long Term (Eight or more consecutive work weeks)	<input type="checkbox"/> Hours per day
	<input type="checkbox"/> 48 Credit hours

Indicate the audience to receive training

<input checked="" type="checkbox"/> Staff of State/local agency administering the State Plan	<input checked="" type="checkbox"/> Adoptive parents
<input type="checkbox"/> Volunteers of State/local agency administering State Plan	<input type="checkbox"/> Child caring agency staff
<input type="checkbox"/> Persons preparing for employment with State/local agency	<input checked="" type="checkbox"/> Child placement agency staff
<input checked="" type="checkbox"/> Foster parents	<input type="checkbox"/> Other State agency staff (JJ, MH, DD, etc.)
	<input type="checkbox"/> Other community staff (medical, legal, police)

Costing method

Estimated total cost

<input type="checkbox"/> Unit cost per trainee (Tuition/books/supplies per trainee) or	Unit cost	\$0.00	No. Trainees	0	Total Cost	\$0.00
<input type="checkbox"/> Cost per class/training function	Estim. no. of trainees in class		1000	Total Cost	\$266,000.00	
<input checked="" type="checkbox"/> Other (specify) SEE BELOW						

Cost allocation methodology

Describe basis for allocating costs among benefiting programs & funding sources (including application of eligibility rates, where applicable)

1. Training costs are part of overhead (such as supplies, printing, notebooks, etc.).
2. Direct training costs (such as travel of employees, trainers' salaries and fringe benefits) go into a pool and are distributed according to IV-E / IV-B Penetration Rate.

Indicate all applicable funding sources

<input checked="" type="checkbox"/> IV-B-1 (CWS)	<input type="checkbox"/> CAPTA
<input type="checkbox"/> IV-B-2 (PSSF)	<input type="checkbox"/> IV-E Chafee ILP
<input checked="" type="checkbox"/> IV-E Foster Care	<input type="checkbox"/> State only (mark only if other than non-Fed match)
<input checked="" type="checkbox"/> IV-E Adoption	<input type="checkbox"/> Other, Specify
<input type="checkbox"/> TANF	<input type="checkbox"/> Other, Specify
<input type="checkbox"/> SSBG	<input type="checkbox"/> Other, Specify

"CHECKLIST" FOR ADDRESSING TRAINING ACTIVITIES/EVENTS UNDER THE TITLE IV-B PLAN

(This "checklist" should be used as a guide to ensure that all of the following information is provided in the Plan for each individual training activity planned to be held during the reporting period covered by this update)

Provide a one paragraph **brief** syllabus of the training activity

Leader certification training in Trauma Informed Partnering for Safety (TIPS) for prospective foster/adoptive parents and county staff and foster parents and qualified staff of licensed child placing agencies who will lead groups of foster/adoptive applicants thru the process of licensure or approval. Leader certification sequences consist of 2 weeks (8 days) of classroom training focusing on TIPS curriculum and leader facilitation skills.

OCWT-2

Indicate which, if any, of the **specifically allowable** Title IV-E administrative functions this training activity addresses.

<input type="checkbox"/> IV-E Eligibility Determination or Redetermination	<input checked="" type="checkbox"/>	Placement of Child
<input type="checkbox"/> Rate Setting	<input type="checkbox"/>	Development and Maintenance of Case Plan
<input type="checkbox"/> Hearings and Appeals	<input type="checkbox"/>	Case Management
<input type="checkbox"/> Referral to Services	<input checked="" type="checkbox"/>	Recruitment/Licensing of Foster/Adoptive Homes and Institutions
<input type="checkbox"/> Preparation for and Participation in Judicial Determinations	<input type="checkbox"/>	Data Collection and Reporting

Indicate setting/venue for the training activity

Indicate proposed provider of training activity

<input type="checkbox"/> Pre-Service (Trainee not yet employed by State agency)	<input checked="" type="checkbox"/>	In-house agency training staff	Specify
<input type="checkbox"/> Initial In-Service (Intensive training to prepare new employees)	<input type="checkbox"/>	Public university ----->	
<input type="checkbox"/> Continuing In-Service (On-going training for existing employees)	<input type="checkbox"/>	Private university ----->	
<input checked="" type="checkbox"/> Conference/workshop	<input type="checkbox"/>	Other ----->	

Indicate duration category of the training activity

Specify approximate number of days or hours of training activity

<input checked="" type="checkbox"/> Short Term (Less than eight consecutive work weeks)	<input type="checkbox"/>	10	Days
<input type="checkbox"/> Long Term (Eight or more consecutive work weeks)	<input type="checkbox"/>		Hours per day
	<input type="checkbox"/>	48	Credit hours

Indicate the audience to receive training

<input checked="" type="checkbox"/> Staff of State/local agency administering the State Plan	<input checked="" type="checkbox"/>	Adoptive parents
<input type="checkbox"/> Volunteers of State/local agency administering State Plan	<input type="checkbox"/>	Child caring agency staff
<input type="checkbox"/> Persons preparing for employment with State/local agency	<input checked="" type="checkbox"/>	Child placement agency staff
<input checked="" type="checkbox"/> Foster parents	<input type="checkbox"/>	Other State agency staff (JJ, MH, DD, etc.)
	<input type="checkbox"/>	Other community staff (medical, legal, police)

Costing method

Estimated total cost

<input type="checkbox"/> Unit cost per trainee (Tuition/books/supplies per trainee) or	Unit cost	\$0.00	No. Trainees	0	Total Cost	\$0.00
<input type="checkbox"/> Cost per class/training function	Estim. no. of trainees in class		1000	Total Cost	\$800,000.00	
<input checked="" type="checkbox"/> Other (specify) SEE BELOW						

Cost allocation methodology

Describe basis for allocating costs among benefiting programs & funding sources (including application of eligibility rates, where applicable)

1. Training costs are part of overhead (such as supplies, printing, notebooks, etc.).
2. Direct training costs (such as travel of employees, trainers' salaries and fringe benefits) go into a pool and are distributed according to IV-E / IV-B Penetration Rate.

Indicate all applicable funding sources

<input checked="" type="checkbox"/> IV-B-1 (CWS)	<input type="checkbox"/>	CAPTA
<input type="checkbox"/> IV-B-2 (PSSF)	<input type="checkbox"/>	IV-E Chafee ILP
<input checked="" type="checkbox"/> IV-E Foster Care	<input type="checkbox"/>	State only (mark only if other than non-Fed match)
<input checked="" type="checkbox"/> IV-E Adoption	<input type="checkbox"/>	Other, Specify
<input type="checkbox"/> TANF	<input type="checkbox"/>	Other, Specify
<input type="checkbox"/> SSBG	<input type="checkbox"/>	Other, Specify

"CHECKLIST" FOR ADDRESSING TRAINING ACTIVITIES/EVENTS UNDER THE TITLE IV-B PLAN

(This "checklist" should be used as a guide to ensure that all of the following information is provided in the Plan for each individual training activity planned to be held during the reporting period covered by this update)

<i>Provide a one paragraph brief syllabus of the training activity</i>					
<p>Leader certification training in Group Preparation and Selection (GPS) for prospective foster/adoptive parents and county staff and foster parents and qualified staff of licensed child placing agencies who will lead groups of foster/adoptive applicants thru the process of licensure or approval. Leader certification sequences consist of 2 weeks of classroom training focusing on GPS curriculum and leader facilitation skills.</p> <p style="text-align: right;">OCWT-2</p>					
<i>Indicate which, if any, of the specifically allowable Title IV-E administrative functions this training activity addresses.</i>					
<input type="checkbox"/> IV-E Eligibility Determination or Redetermination <input type="checkbox"/> Rate Setting <input type="checkbox"/> Hearings and Appeals <input type="checkbox"/> Referral to Services <input type="checkbox"/> Preparation for and Participation in Judicial Determinations	<input checked="" type="checkbox"/> X X	Placement of Child Development and Maintenance of Case Plan Case Management Recruitment/Licensing of Foster/Adoptive Homes and Institutions Data Collection and Reporting			
<i>Indicate setting/venue for the training activity</i>			<i>Indicate proposed provider of training activity</i>		
<input type="checkbox"/> Pre-Service (Trainee not yet employed by State agency) <input type="checkbox"/> Initial In-Service (Intensive training to prepare new employees) <input type="checkbox"/> Continuing In-Service (On-going training for existing employees) <input checked="" type="checkbox"/> Conference/workshop	<input checked="" type="checkbox"/> X X	In-house agency training staff Public university -----> Private university -----> Other ----->		Specify _____ _____ _____	
<i>Indicate duration category of the training activity</i>			<i>Specify approximate number of days or hours of training activity</i>		
<input checked="" type="checkbox"/> Short Term (Less than eight consecutive work weeks) <input type="checkbox"/> Long Term (Eight or more consecutive work weeks)	<input checked="" type="checkbox"/> 10 48	Days Hours per day Credit hours			
<i>Indicate the audience to receive training</i>					
<input checked="" type="checkbox"/> Staff of State/local agency administering the State Plan <input type="checkbox"/> Volunteers of State/local agency administering State Plan <input type="checkbox"/> Persons preparing for employment with State/local agency <input checked="" type="checkbox"/> Foster parents	<input checked="" type="checkbox"/> X X	Adoptive parents Child caring agency staff Child placement agency staff Other State agency staff (JJ, MH, DD, etc.) Other community staff (medical, legal, police)		Specify _____ _____	
<i>Costing method</i>			<i>Estimated total cost</i>		
<input type="checkbox"/> Unit cost per trainee (Tuition/books/supplies per trainee) or <input type="checkbox"/> Cost per class/training function <input checked="" type="checkbox"/> Other (specify) SEE BELOW	Unit cost Estim. no. of trainees in class	\$0.00 250	No. Trainees 0	Total Cost \$200,000.00	\$0.00
<i>Cost allocation methodology</i>					
Describe basis for allocating costs among benefiting programs & funding sources (including application of eligibility rates, where applicable) <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> 1. Training costs are part of overhead (such as supplies, printing, notebooks, etc.). 2. Direct training costs (such as travel of employees, trainers' salaries and fringe benefits) go into a pool and are distributed according to IV-E / IV-B Penetration Rate. </div>					
<i>Indicate all applicable funding sources</i>					
<input checked="" type="checkbox"/> IV-B-1 (CWS) <input type="checkbox"/> IV-B-2 (PSSF) <input checked="" type="checkbox"/> IV-E Foster Care <input checked="" type="checkbox"/> IV-E Adoption <input type="checkbox"/> TANF <input type="checkbox"/> SSBG	<input type="checkbox"/> X X X	CAPTA IV-E Chafee ILP State only (mark only if other than non-Fed match) Other, Specify Other, Specify Other, Specify			

"CHECKLIST" FOR ADDRESSING TRAINING ACTIVITIES/EVENTS UNDER THE TITLE IV-B PLAN

(This "checklist" should be used as a guide to ensure that all of the following information is provided in the Plan for each individual training activity planned to be held during the reporting period covered by this update)

Provide a one paragraph **brief** syllabus of the training activity

TIPS/Deciding Together Training is a foster/adoptive preparation and selection process for county staff and qualified staff of licensed child placing agencies that is intended for use with individuals/families whose geographic location or circumstances of employment prohibit attendance at the 10 weeks of group meetings included in TIPS.

OCWT-3

Indicate which, if any, of the **specifically allowable** Title IV-E administrative functions this training activity addresses.

<input type="checkbox"/> IV-E Eligibility Determination or Redetermination	<input checked="" type="checkbox"/>	Placement of Child
<input type="checkbox"/> Rate Setting	<input type="checkbox"/>	Development and Maintenance of Case Plan
<input type="checkbox"/> Hearings and Appeals	<input type="checkbox"/>	Case Management
<input type="checkbox"/> Referral to Services	<input checked="" type="checkbox"/>	Recruitment/Licensing of Foster/Adoptive Homes and Institutions
<input type="checkbox"/> Preparation for and Participation in Judicial Determinations	<input type="checkbox"/>	Data Collection and Reporting

Indicate setting/venue for the training activity

<input type="checkbox"/> Pre-Service (Trainee not yet employed by State agency)
<input type="checkbox"/> Initial In-Service (Intensive training to prepare new employees)
<input type="checkbox"/> Continuing In-Service (On-going training for existing employees)
<input checked="" type="checkbox"/> Conference/workshop

Indicate proposed provider of training activity

<input checked="" type="checkbox"/> In-house agency training staff	Specify
<input type="checkbox"/> Public university ----->	
<input type="checkbox"/> Private university ----->	
<input type="checkbox"/> Other ----->	

Indicate duration category of the training activity

<input checked="" type="checkbox"/> Short Term (Less than eight consecutive work weeks)
<input type="checkbox"/> Long Term (Eight or more consecutive work weeks)

Specify approximate number of days or hours of training activity

2	Days
<input type="checkbox"/>	Hours per day
15	Credit hours

Indicate the audience to receive training

<input checked="" type="checkbox"/> Staff of State/local agency administering the State Plan	<input checked="" type="checkbox"/> Adoptive parents
<input type="checkbox"/> Volunteers of State/local agency administering State Plan	<input type="checkbox"/> Child caring agency staff
<input type="checkbox"/> Persons preparing for employment with State/local agency	<input checked="" type="checkbox"/> Child placement agency staff
<input type="checkbox"/> Foster parents	<input type="checkbox"/> Other State agency staff (JJ, MH, DD, etc.)
	<input type="checkbox"/> Other community staff (medical, legal, police)

Costing method

<input type="checkbox"/> Unit cost per trainee (Tuition/books/supplies per trainee) or
<input type="checkbox"/> Cost per class/training function
<input checked="" type="checkbox"/> Other (specify) SEE BELOW

Estimated total cost

Unit cost	\$0.00	No. Trainees	0	Total Cost	\$0.00
Estim. no. of trainees in class			375	Total Cost	\$68,750.00

Cost allocation methodology

Describe basis for allocating costs among benefiting programs & funding sources (including application of eligibility rates, where applicable)

1. Training costs are part of overhead (such as supplies, printing, notebooks, etc.).
2. Direct training costs (such as travel of employees, trainers' salaries and fringe benefits) go into a pool and are distributed according to IV-E / IV-B Penetration Rate.

Indicate all applicable funding sources

<input checked="" type="checkbox"/> IV-B-1 (CWS)	<input type="checkbox"/> CAPTA
<input type="checkbox"/> IV-B-2 (PSSF)	<input type="checkbox"/> IV-E Chafee ILP
<input checked="" type="checkbox"/> IV-E Foster Care	<input type="checkbox"/> State only (mark only if other than non-Fed match)
<input checked="" type="checkbox"/> IV-E Adoption	<input type="checkbox"/> Other, Specify
<input type="checkbox"/> TANF	<input type="checkbox"/> Other, Specify
<input type="checkbox"/> SSBG	<input type="checkbox"/> Other, Specify

"CHECKLIST" FOR ADDRESSING TRAINING ACTIVITIES/EVENTS UNDER THE TITLE IV-B PLAN

(This "checklist" should be used as a guide to ensure that all of the following information is provided in the Plan for each individual training activity planned to be held during the reporting period covered by this update)

Provide a one paragraph **brief** syllabus of the training activity

Deciding Together Training is a foster/adoptive preparation and selection process for county staff and qualified staff of licensed child placing agencies that is intended for use with individuals/families whose geographic location or circumstances of employment prohibit attendance at the 10 weeks of group meetings included in Group Preparation and Selection (GPS).

OCWT-3

Indicate which, **if any**, of the **specifically allowable** Title IV-E administrative functions this training activity addresses.

<input type="checkbox"/> IV-E Eligibility Determination or Redetermination	<input checked="" type="checkbox"/>	Placement of Child
<input type="checkbox"/> Rate Setting	<input type="checkbox"/>	Development and Maintenance of Case Plan
<input type="checkbox"/> Hearings and Appeals	<input type="checkbox"/>	Case Management
<input type="checkbox"/> Referral to Services	<input checked="" type="checkbox"/>	Recruitment/Licensing of Foster/Adoptive Homes and Institutions
<input type="checkbox"/> Preparation for and Participation in Judicial Determinations	<input type="checkbox"/>	Data Collection and Reporting

Indicate setting/venue for the training activity

<input type="checkbox"/> Pre-Service (Trainee not yet employed by State agency)	<input checked="" type="checkbox"/>	In-house agency training staff	Specify
<input type="checkbox"/> Initial In-Service (Intensive training to prepare new employees)	<input type="checkbox"/>	Public university ----->	
<input type="checkbox"/> Continuing In-Service (On-going training for existing employees)	<input type="checkbox"/>	Private university ----->	
<input checked="" type="checkbox"/> Conference/workshop	<input type="checkbox"/>	Other ----->	

Indicate duration category of the training activity

<input checked="" type="checkbox"/> Short Term (Less than eight consecutive work weeks)	<input type="checkbox"/>	2 Days
<input type="checkbox"/> Long Term (Eight or more consecutive work weeks)	<input type="checkbox"/>	Hours per day
	<input type="checkbox"/>	15 Credit hours

Specify approximate number of days or hours of training activity

Indicate the audience to receive training

<input checked="" type="checkbox"/>	Staff of State/local agency administering the State Plan	<input checked="" type="checkbox"/>	Adoptive parents	
<input type="checkbox"/>	Volunteers of State/local agency administering State Plan	<input type="checkbox"/>	Child caring agency staff	
<input type="checkbox"/>	Persons preparing for employment with State/local agency	<input checked="" type="checkbox"/>	Child placement agency staff	Specify
<input type="checkbox"/>	Foster parents	<input type="checkbox"/>	Other State agency staff (JJ, MH, DD, etc.)	
		<input type="checkbox"/>	Other community staff (medical, legal, police)	

Costing method

<input type="checkbox"/> Unit cost per trainee (Tuition/books/supplies per trainee) or	Unit cost	\$0.00	No. Trainees	0	Total Cost	\$0.00
<input type="checkbox"/> Cost per class/training function	Estim. no. of trainees in class		125	Total Cost	\$23,000.00	
<input checked="" type="checkbox"/> Other (specify) SEE BELOW						

Estimated total cost

Cost allocation methodology

Describe basis for allocating costs among benefiting programs & funding sources (including application of eligibility rates, where applicable)

1. Training costs are part of overhead (such as supplies, printing, notebooks, etc.).
2. Direct training costs (such as travel of employees, trainers' salaries and fringe benefits) go into a pool and are distributed according to IV-E / IV-B Penetration Rate.

Indicate all applicable funding sources

<input checked="" type="checkbox"/> IV-B-1 (CWS)	<input type="checkbox"/>	CAPTA
<input type="checkbox"/> IV-B-2 (PSSF)	<input type="checkbox"/>	IV-E Chafee ILP
<input checked="" type="checkbox"/> IV-E Foster Care	<input type="checkbox"/>	State only (mark only if other than non-Fed match)
<input checked="" type="checkbox"/> IV-E Adoption	<input type="checkbox"/>	Other, Specify
<input type="checkbox"/> TANF	<input type="checkbox"/>	Other, Specify
<input type="checkbox"/> SSBG	<input type="checkbox"/>	Other, Specify

"CHECKLIST" FOR ADDRESSING TRAINING ACTIVITIES/EVENTS UNDER THE TITLE IV-B PLAN							
(This "checklist" should be used as a guide to ensure that all of the following information is provided in the Plan for each individual training activity planned to be held during the reporting period covered by this update)							
Provide a one paragraph brief syllabus of the training activity							
<div style="border: 1px solid black; padding: 10px; min-height: 100px;"> Underlying Conditions is a three day training to provide workers with skills to analyze information about families with regard to underlying causes of risks, safety issues, patterns within the family's behaviors, and assessing the possibility of maintaining a child safely in the family's home. </div> <div style="text-align: right; margin-top: 10px;">OCWT-5</div>							
Indicate which, if any, of the specifically allowable Title IV-E administrative functions this training activity addresses.							
<input type="checkbox"/>	IV-E Eligibility Determination or Redetermination	<input checked="" type="checkbox"/>	Placement of Child				
<input type="checkbox"/>	Rate Setting	<input checked="" type="checkbox"/>	Development and Maintenance of Case Plan				
<input type="checkbox"/>	Hearings and Appeals	<input checked="" type="checkbox"/>	Case Management				
<input checked="" type="checkbox"/>	Referral to Services	<input type="checkbox"/>	Recruitment/Licensing of Foster/Adoptive Homes and Institutions				
<input type="checkbox"/>	Preparation for and Participation in Judicial Determinations	<input type="checkbox"/>	Data Collection and Reporting				
Indicate setting/venue for the training activity							
<input type="checkbox"/>	Pre-Service (Trainee not yet employed by State agency)	<input checked="" type="checkbox"/>	In-house agency training staff				
<input type="checkbox"/>	Initial In-Service (Intensive training to prepare new employees)	<input type="checkbox"/>	Public university ----->				
<input checked="" type="checkbox"/>	Continuing In-Service (On-going training for existing employees)	<input type="checkbox"/>	Private university ----->				
<input type="checkbox"/>	Conference/workshop	<input type="checkbox"/>	Other ----->				
Indicate duration category of the training activity							
<input checked="" type="checkbox"/>	Short Term (Less than eight consecutive work weeks)	3	Days				
<input type="checkbox"/>	Long Term (Eight or more consecutive work weeks)		Hours per day				
		12	Credit hours				
Indicate the audience to receive training							
<input checked="" type="checkbox"/>	Staff of State/local agency administering the State Plan	<input type="checkbox"/>	Adoptive parents				
<input type="checkbox"/>	Volunteers of State/local agency administering State Plan	<input type="checkbox"/>	Child caring agency staff				
<input type="checkbox"/>	Persons preparing for employment with State/local agency	<input type="checkbox"/>	Child placement agency staff				
<input type="checkbox"/>	Foster parents	<input type="checkbox"/>	Other State agency staff (JJ, MH, DD, etc.)				
		<input type="checkbox"/>	Other community staff (medical, legal, police)				
Costing method							
<input type="checkbox"/>	Unit cost per trainee (tuition/books/supplies per trainee) or	Estimated total cost					
<input type="checkbox"/>	Cost per class/training function	Unit cost	\$0.00				
<input checked="" type="checkbox"/>	Other (specify) SEE BELOW	No. Trainees	0				
		Estim. no. of trainees in class	500				
		Total Cost	\$0.00				
		Total Cost	\$112,500.00				
Cost allocation methodology							
Describe basis for allocating costs among benefiting programs & funding sources (including application of eligibility rates, where applicable)							
<div style="border: 1px solid black; padding: 5px;"> 1. Training costs are part of overhead (such as supplies, printing, notebooks, etc.). 2. Direct training costs (such as travel of employees, trainers' salaries and fringe benefits) go into a pool and are distributed according to IV-E / IV-B Penetration Rate. </div>							
Indicate all applicable funding sources							
<input checked="" type="checkbox"/>	IV-B-1 (CWS)	<input type="checkbox"/>	CAPTA				
<input type="checkbox"/>	IV-B-2 (PSSF)	<input type="checkbox"/>	IV-E Chafee ILP				
<input checked="" type="checkbox"/>	IV-E Foster Care	<input type="checkbox"/>	State only (mark only if other than non-Fed match)				
<input checked="" type="checkbox"/>	IV-E Adoption	<input type="checkbox"/>	Other, Specify				
<input type="checkbox"/>	TANF	<input type="checkbox"/>	Other, Specify				
<input type="checkbox"/>	SSBG	<input type="checkbox"/>	Other, Specify				

NOTE: The Individualized Service Planning Process for Families Who Experience Substance Abuse (SA) shown below, did not take place in FY 2015. However, it could occur across/during the time frame covered by the CFSP; therefore this checklist remains in the Training Plan as shown below.

"CHECKLIST" FOR ADDRESSING TRAINING ACTIVITIES/EVENTS UNDER THE TITLE IV-B PLAN

(This "checklist" should be used as a guide to ensure that all of the following information is provided in the Plan for each individual training activity planned to be held during the reporting period covered by this update)

Provide a one paragraph brief syllabus of the training activity					
<p>The Individualized Service Planning Process for Families Who Experience Substance Abuse (SA) is a four day training for workers to understand the dynamics of working with families involved in SA. This module is designed to develop the following core abilities: identify SA as a disease that affects the entire family and be able to assess strengths/danger threats of individuals/families experiencing SA; be able to identify signs/symptoms of SA and specific drugs; identify the child welfare worker's role/responsibilities as a team member in assessing/treating families who experience child maltreatment and SA; identify the immediate danger threats/long-term effects of SA on family members; examine the recovery/relapse process experienced by a person who is addicted.</p>					
Indicate which, if any, of the specifically allowable Title IV-E administrative functions this training activity addresses.					
<input type="checkbox"/> IV-E Eligibility Determination or Redetermination <input type="checkbox"/> Rate Setting <input type="checkbox"/> Hearings and Appeals <input checked="" type="checkbox"/> Referral to Services <input checked="" type="checkbox"/> Preparation for and Participation in Judicial Determinations	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Placement of Child Development and Maintenance of Case Plan Case Management Recruitment/Licensing of Foster/Adoptive Homes and Institutions Data Collection and Reporting			
Indicate setting/venue for the training activity			Indicate proposed provider of training activity		
<input type="checkbox"/> Pre-Service (Trainee not yet employed by State agency) <input type="checkbox"/> Initial In-Service (Intensive training to prepare new employees) <input checked="" type="checkbox"/> Continuing In-Service (On-going training for existing employees) <input type="checkbox"/> Conference/workshop	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	In-house agency training staff Public university -----> Private university -----> Other ----->			Specify
Indicate duration category of the training activity			Specify approximate number of days or hours of training activity		
<input checked="" type="checkbox"/> Short Term (Less than eight consecutive work weeks) <input type="checkbox"/> Long Term (Eight or more consecutive work weeks)	<input checked="" type="checkbox"/> <input type="checkbox"/>	4 Days Hours per day 24 Credit hours			
Indicate the audience to receive training					
<input checked="" type="checkbox"/> Staff of State/local agency administering the State Plan <input type="checkbox"/> Volunteers of State/local agency administering State Plan <input type="checkbox"/> Persons preparing for employment with State/local agency <input type="checkbox"/> Foster parents	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Adoptive parents Child caring agency staff Child placement agency staff Other State agency staff (JJ, MH, DD, etc.) Other community staff (medical, legal, police)			Specify
Costing method			Estimated total cost		
<input type="checkbox"/> Unit cost per trainee (Tuition/books/supplies per trainee) or <input type="checkbox"/> Cost per class/training function <input checked="" type="checkbox"/> Other (specify) SEE BELOW	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Unit cost	\$0.00	No. Trainees	0
		Total Cost	\$0.00		
		Estim. no. of trainees in class	750		
		Total Cost	\$246,000.00		
Cost allocation methodology					
Describe basis for allocating costs among benefiting programs & funding sources (including application of eligibility rates, where applicable)					
1. Training costs are part of overhead (such as supplies, printing, notebooks, etc.). 2. Direct training costs (such as travel of employees, trainers' salaries and fringe benefits) go into a pool and are distributed according to IV-E / IV-B Penetration Rate.					
Indicate all applicable funding sources					
<input checked="" type="checkbox"/> IV-B-1 (CWS) <input type="checkbox"/> IV-B-2 (PSSF) <input checked="" type="checkbox"/> IV-E Foster Care <input checked="" type="checkbox"/> IV-E Adoption <input type="checkbox"/> TANF <input type="checkbox"/> SSBG	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	CAPTA IV-E Chafee ILP State only (mark only if other than non-Fed match) Other, Specify Other, Specify Other, Specify			

Removal of Training Checklist for Practical Child Sexual Abuse Training Curriculum

It is not anticipated that the curriculum for Practical Child Sexual Abuse Intervention described below, will re-occur during the time frame covered by the 2015-2019 CFSP. Therefore it has been removed from the Training Plan.

Practical Child Sexual Abuse Intervention is a 5 day training developed by the National Child Advocacy Center to enable workers to acquire skills in the investigation of child sexual abuse, and working with families that are impacted by child sexual abuse. It includes information regarding the dynamics of child sexual abuse.

Removal of Training Checklist for Practical Child Protection Services Training Curriculum

It is not anticipated that the curriculum for Practical Child Protection Services (CPS) described below, will re-occur during the time frame covered by the 2015-2019 CFSP. Therefore it has been removed from the Training Plan.

Practical Child Protection Services (CPS) was developed by the National Child Advocacy Center to enable workers to: distinguish between abuse and accidental injury; achieve crisis management; recognize emerging safety/removal factors; assign risk and safety priorities; assess level of risk in various family situations; assess ability/willingness of non-offending parent to protect child; assess probability of recurring safety issues.

"CHECKLIST" FOR ADDRESSING TRAINING ACTIVITIES/EVENTS UNDER THE TITLE IV-B PLAN

(This "checklist" should be used as a guide to ensure that all of the following information is provided in the Plan for each individual training activity planned to be held during the reporting period covered by this update)

Provide a one paragraph brief syllabus of the training activity							
Supervisor's Training is an ACT II module, which has a goal of providing new supervisors with basic skills and knowledge to be an effective leader within the agency. It is a six day training that covers basic skills for supervisory staff and provides the foundation for supervisory practice in child welfare. The pervading theme of the module is that the paramount role of the supervisor as "Guardians of Practice" is to enable front line staff to meet the needs of families and children and to fulfill the mission of the agency. One focus is emphasizing the importance of creating a positive tone within the supervisor's unit to enhance worker productivity. Also, the supervisor as a negotiator and mediator between units and upper management is another focal point.							
Indicate which, if any , of the specifically allowable Title IV-E administrative functions this training activity addresses.							
<input type="checkbox"/> IV-E Eligibility Determination or Redetermination	<input checked="" type="checkbox"/>	Placement of Child					
<input type="checkbox"/> Rate Setting	<input checked="" type="checkbox"/>	Development and Maintenance of Case Plan					
<input type="checkbox"/> Hearings and Appeals	<input checked="" type="checkbox"/>	Case Management					
<input checked="" type="checkbox"/> Referral to Services	<input type="checkbox"/>	Recruitment/Licensing of Foster/Adoptive Homes and Institutions					
<input checked="" type="checkbox"/> Preparation for and Participation in Judicial Determinations	<input checked="" type="checkbox"/>	Data Collection and Reporting					
Indicate setting/venue for the training activity			Indicate proposed provider of training activity				
<input type="checkbox"/> Pre-Service (Trainee not yet employed by State agency)			<input checked="" type="checkbox"/>	In-house agency training staff			
<input checked="" type="checkbox"/> Initial In-Service (Intensive training to prepare new employees)				Public university ----->			
<input checked="" type="checkbox"/> Continuing In-Service (On-going training for existing employees)				Private university ----->			
<input type="checkbox"/> Conference/workshop				Other ----->			
Indicate duration category of the training activity			Specify approximate number of days or hours of training activity				
<input checked="" type="checkbox"/> Short Term (Less than eight consecutive work weeks)			6	Days			
<input type="checkbox"/> Long Term (Eight or more consecutive work weeks)				Hours per day			
			24	Credit hours			
Indicate the audience to receive training							
<input checked="" type="checkbox"/> Staff of State/local agency administering the State Plan			<input type="checkbox"/> Adoptive parents				
<input type="checkbox"/> Volunteers of State/local agency administering State Plan			<input type="checkbox"/> Child caring agency staff				
<input type="checkbox"/> Persons preparing for employment with State/local agency			<input type="checkbox"/> Child placement agency staff				
<input type="checkbox"/> Foster parents			<input type="checkbox"/> Other State agency staff (JJ, MH, DD, etc.)				
			<input type="checkbox"/> Other community staff (medical, legal, police)				
Costing method			Estimated total cost				
<input type="checkbox"/> Unit cost per trainee (Tuition/books/supplies per trainee) or			Unit cost	\$0.00	No. Trainees	0	
					Total Cost	\$0.00	
<input type="checkbox"/> Cost per class/training function			Estim. no. of trainees in class		300	Total Cost	\$142,500.00
<input checked="" type="checkbox"/> Other (specify) SEE BELOW							
Cost allocation methodology							
Describe basis for allocating costs among benefiting programs & funding sources (including application of eligibility rates, where applicable)							
1. Training costs are part of overhead (such as supplies, printing, notebooks, etc.). 2. Direct training costs (such as travel of employees, trainers' salaries and fringe benefits) go into a pool and are distributed according to IV-E / IV-B Penetration Rate.							
Indicate all applicable funding sources							
<input checked="" type="checkbox"/> IV-B-1 (CWS)			<input type="checkbox"/> CAPTA				
<input type="checkbox"/> IV-B-2 (PSSF)			<input type="checkbox"/> IV-E Chafee ILP				
<input checked="" type="checkbox"/> IV-E Foster Care			<input type="checkbox"/> State only (mark only if other than non-Fed match)				
<input checked="" type="checkbox"/> IV-E Adoption			<input type="checkbox"/> Other, Specify				
<input type="checkbox"/> TANF			<input type="checkbox"/> Other, Specify				
<input type="checkbox"/> SSBG			<input type="checkbox"/> Other, Specify				

"CHECKLIST" FOR ADDRESSING TRAINING ACTIVITIES/EVENTS UNDER THE TITLE IV-B PLAN

(This "checklist" should be used as a guide to ensure that all of the following information is provided in the Plan for each individual training activity planned to be held during the reporting period covered by this update)

Provide a one paragraph brief syllabus of the training activity							
<p>Concurrent Permanent Planning is a 3-day training that increases understanding of how to work with the legal process to achieve safety and permanency for children; expand knowledge and skills of full disclosure and casework practices necessary to expedite permanency and enhance competency in helping families engage in the process of change; and practice integration of permanency concurrent planning concepts into the ISP team meetings.</p> <p style="text-align: right; margin-right: 100px;">OCWT 10</p>							
Indicate which, if any , of the specifically allowable Title IV-E administrative functions this training activity addresses.							
<input type="checkbox"/>	IV-E Eligibility Determination or Redetermination	<input checked="" type="checkbox"/>	Placement of Child				
<input type="checkbox"/>	Rate Setting	<input checked="" type="checkbox"/>	Development and Maintenance of Case Plan				
<input type="checkbox"/>	Hearings and Appeals	<input checked="" type="checkbox"/>	Case Management				
<input checked="" type="checkbox"/>	Referral to Services	<input type="checkbox"/>	Recruitment/Licensing of Foster/Adoptive Homes and Institutions				
<input checked="" type="checkbox"/>	Preparation for and Participation in Judicial Determinations	<input type="checkbox"/>	Data Collection and Reporting				
Indicate setting/venue for the training activity				Indicate proposed provider of training activity			
<input type="checkbox"/>	Pre-Service (Trainee not yet employed by State agency)	<input checked="" type="checkbox"/>	In-house agency training staff		Specify		
<input checked="" type="checkbox"/>	Initial In-Service (Intensive training to prepare new employees)	<input type="checkbox"/>	Public university ----->				
<input checked="" type="checkbox"/>	Continuing In-Service (On-going training for existing employees)	<input type="checkbox"/>	Private university ----->				
<input type="checkbox"/>	Conference/workshop	<input type="checkbox"/>	Other ----->				
Indicate duration category of the training activity				Specify approximate number of days or hours of training activity			
<input checked="" type="checkbox"/>	Short Term (Less than eight consecutive work weeks)	3	Days				
<input type="checkbox"/>	Long Term (Eight or more consecutive work weeks)		Hours per day				
		13	Credit hours				
Indicate the audience to receive training							
<input checked="" type="checkbox"/>	Staff of State/local agency administering the State Plan	<input type="checkbox"/>	Adoptive parents				
<input type="checkbox"/>	Volunteers of State/local agency administering State Plan	<input type="checkbox"/>	Child caring agency staff				
<input type="checkbox"/>	Persons preparing for employment with State/local agency	<input type="checkbox"/>	Child placement agency staff				
<input type="checkbox"/>	Foster parents	<input type="checkbox"/>	Other State agency staff (JJ, MH, DD, etc.)				
		<input type="checkbox"/>	Other community staff (medical, legal, police)				
			Specify				
Costing method			Estimated total cost				
<input type="checkbox"/>	Unit cost per trainee (Tuition/books/supplies per trainee) or	Unit cost	\$0.00	No. Trainees	0	Total Cost	\$0.00
<input type="checkbox"/>	Cost per class/training function	Estim. no. of trainees in class		600	Total Cost	\$147,000.00	
<input checked="" type="checkbox"/>	Other (specify) SEE BELOW						
Cost allocation methodology							
<p>Describe basis for allocating costs among benefiting programs & funding sources (including application of eligibility rates, where applicable)</p> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <p>1. Training costs are part of overhead (such as supplies, printing, notebooks, etc.).</p> <p>2. Direct training costs (such as travel of employees, trainers' salaries and fringe benefits) go into a pool and are distributed according to IV-E / IV-B Penetration Rate.</p> </div>							
Indicate all applicable funding sources							
<input checked="" type="checkbox"/>	IV-B-1 (CWS)	<input type="checkbox"/>	CAPTA				
<input type="checkbox"/>	IV-B-2 (PSSF)	<input type="checkbox"/>	IV-E Chafee ILP				
<input checked="" type="checkbox"/>	IV-E Foster Care	<input type="checkbox"/>	State only (mark only if other than non-Fed match)				
<input checked="" type="checkbox"/>	IV-E Adoption	<input type="checkbox"/>	Other, Specify				
<input type="checkbox"/>	TANF	<input type="checkbox"/>	Other, Specify				
<input type="checkbox"/>	SSBG	<input type="checkbox"/>	Other, Specify				

"CHECKLIST" FOR ADDRESSING TRAINING ACTIVITIES/EVENTS UNDER THE TITLE IV-B PLAN

(This "checklist" should be used as a guide to ensure that all of the following information is provided in the Plan for each individual training activity planned to be held during the reporting period covered by this update)

Provide a one paragraph **brief** syllabus of the training activity

Targeted Case Management (TCM) Training provides the knowledge base from which county staff can make informed decisions regarding available services, assist an individual to gain access to needed medical, social, educational & other services; & document services provided to the target group. Staff must study Medicaid approved training material and pass a test in order to become certified to provide TCM services. New social work employees or current employees who are uncertified that transfer to child welfare foster care or Adult Protective Services and who are assigned a program code of 29, 53, 68, 62, or 04 are assigned to attend a regional TCM training class in order to become TCM Certified.

REV MAX 1

Indicate which, if any, of the **specifically allowable** Title IV-E administrative functions this training activity addresses.

<input type="checkbox"/> IV-E Eligibility Determination or Redetermination	<input checked="" type="checkbox"/>	Placement of Child
<input type="checkbox"/> Rate Setting	<input checked="" type="checkbox"/>	Development and Maintenance of Case Plan
<input type="checkbox"/> Hearings and Appeals	<input checked="" type="checkbox"/>	Case Management
<input checked="" type="checkbox"/> Referral to Services	<input type="checkbox"/>	Recruitment/Licensing of Foster/Adoptive Homes and Institutions
<input checked="" type="checkbox"/> Preparation for and Participation in Judicial Determinations	<input type="checkbox"/>	Data Collection and Reporting

Indicate setting/venue for the training activity

<input type="checkbox"/> Pre-Service (Trainee not yet employed by State agency)
<input checked="" type="checkbox"/> Initial In-Service (Intensive training to prepare new employees)
<input type="checkbox"/> Continuing In-Service (On-going training for existing employees)
<input type="checkbox"/> Conference/workshop

Indicate proposed provider of training activity

<input type="checkbox"/> In-house agency training staff	Specify
<input checked="" type="checkbox"/> Public university ----->	UA-College of Cont Studies
<input type="checkbox"/> Private university ----->	
<input type="checkbox"/> Other ----->	

Indicate duration category of the training activity

<input checked="" type="checkbox"/> Short Term (Less than eight consecutive work weeks)
<input type="checkbox"/> Long Term (Eight or more consecutive work weeks)

Specify approximate number of days or hours of training activity

<input type="checkbox"/> 5 Days
<input type="checkbox"/> Hours per day
<input checked="" type="checkbox"/> Credit hours 3.0 CEU CREDITS

Indicate the audience to receive training

<input checked="" type="checkbox"/> Staff of State/local agency administering the State Plan	<input type="checkbox"/> Adoptive parents
<input type="checkbox"/> Volunteers of State/local agency administering State Plan	<input type="checkbox"/> Child caring agency staff
<input type="checkbox"/> Persons preparing for employment with State/local agency	<input type="checkbox"/> Child placement agency staff
<input type="checkbox"/> Foster parents	<input type="checkbox"/> Other State agency staff (JJ, MH, DD, etc.)
	<input type="checkbox"/> Other community staff (medical, legal, police)

Costing method

<input type="checkbox"/>	Unit cost per trainee (Tuition/books/supplies per trainee) or	Unit cost	\$0.00	No. Trainees	0	Total Cost	\$0.00
X	Cost per class/training function	Estim. no. of trainees in class		955	Total Cost	\$54,435.00	
	Other (specify)						

Estimated total cost

Cost allocation methodology

Describe basis for allocating costs among benefiting programs & funding sources (including application of eligibility rates, where applicable)

1. Training costs are part of overhead (such as supplies, printing, notebooks, etc.). 2. Direct training costs (such as travel of employees, trainers' salaries & Fringe benefits) go into a pool & are distributed according to IV-E/IV-B Penetration Rate.

Indicate all applicable funding sources

<input checked="" type="checkbox"/> IV-B-1 (CWS)	<input type="checkbox"/> CAPTA
<input type="checkbox"/> IV-B-2 (PSSF)	<input type="checkbox"/> IV-E Chafee ILP
<input checked="" type="checkbox"/> IV-E Foster Care	<input type="checkbox"/> State only (mark only if other than non-Fed match)
<input checked="" type="checkbox"/> IV-E Adoption	<input checked="" type="checkbox"/> Other, Specify Child Support
<input checked="" type="checkbox"/> TANF	<input checked="" type="checkbox"/> Other, Specify Title XIX
<input checked="" type="checkbox"/> SSBG	<input checked="" type="checkbox"/> Other, Specify - SAIL GRANT - AL MEDICAID AGENCY

"CHECKLIST" FOR ADDRESSING TRAINING ACTIVITIES/EVENTS UNDER THE TITLE IV-B PLAN

(This "checklist" should be used as a guide to ensure that all of the following information is provided in the Plan for each individual training activity planned to be held during the reporting period covered by this update)

Provide a one paragraph brief syllabus of the training activity					
<p>Medicaid Rehabilitation Training provides definitions of eligible services and providers, a knowledge base from which county staff can make informed decisions regarding available services, the best way to offer services by qualified practitioners, how to authorize, document and seek reimbursement for services.</p> <p style="text-align: right;">REV MAX 2 FIELD OP & TRNG 4</p>					
Indicate which, if any, of the specifically allowable Title IV-E administrative functions this training activity addresses.					
<input type="checkbox"/>	IV-E Eligibility Determination or Redetermination	<input checked="" type="checkbox"/>	Placement of Child		
<input type="checkbox"/>	Rate Setting	<input checked="" type="checkbox"/>	Development and Maintenance of Case Plan		
<input type="checkbox"/>	Hearings and Appeals	<input checked="" type="checkbox"/>	Case Management		
<input checked="" type="checkbox"/>	Referral to Services	<input type="checkbox"/>	Recruitment/Licensing of Foster/Adoptive Homes and Institutions		
<input type="checkbox"/>	Preparation for and Participation in Judicial Determinations	<input type="checkbox"/>	Data Collection and Reporting		
Indicate setting/venue for the training activity			Indicate proposed provider of training activity		
<input type="checkbox"/>	Pre-Service (Trainee not yet employed by State agency)	<input checked="" type="checkbox"/>	In-house agency training staff		Specify
<input type="checkbox"/>	Initial In-Service (Intensive training to prepare new employees)	<input type="checkbox"/>	Public university ----->		
<input checked="" type="checkbox"/>	Continuing In-Service (On-going training for existing employees)	<input type="checkbox"/>	Private university ----->		
<input checked="" type="checkbox"/>	Conference/workshop	<input type="checkbox"/>	Other ----->		
Indicate duration category of the training activity			Specify approximate number of days or hours of training activity		
<input checked="" type="checkbox"/>	Short Term (Less than eight consecutive work weeks)	<input type="checkbox"/>	1 Days		
<input type="checkbox"/>	Long Term (Eight or more consecutive work weeks)	<input type="checkbox"/>	Hours per day		
		<input type="checkbox"/>	Credit hours		
Indicate the audience to receive training					
<input checked="" type="checkbox"/>	Staff of State/local agency administering the State Plan	<input type="checkbox"/>	Adoptive parents		
<input type="checkbox"/>	Volunteers of State/local agency administering State Plan	<input type="checkbox"/>	Child caring agency staff		
<input type="checkbox"/>	Persons preparing for employment with State/local agency	<input type="checkbox"/>	Child placement agency staff		Specify
<input type="checkbox"/>	Foster parents	<input type="checkbox"/>	Other State agency staff (JJ, MH, DD, etc.)		
		<input type="checkbox"/>	Other community staff (medical, legal, police)		
Costing method			Estimated total cost		
<input type="checkbox"/>	Unit cost per trainee (Tuition/books/supplies per trainee) or	Unit cost	\$0.00	No. Trainees	0
	Cost per class/training function	Estim. no. of trainees in class		Total Cost	\$0.00
<input checked="" type="checkbox"/>	Other (specify) SEE BELOW			Total Cost	\$7,200.00
Cost allocation methodology					
<p>Describe basis for allocating costs among benefiting programs & funding sources (including application of eligibility rates, where applicable)</p> <p>1. Training costs are part of overhead (such as supplies, printing, notebooks, etc.). 2. Direct training costs (such as travel of employees, trainers' salaries & Fringe benefits) go into a pool & are distributed according to IV-E/IV-B Penetration Rate.</p>					
Indicate all applicable funding sources					
<input type="checkbox"/>	IV-B-1 (CWS)	<input type="checkbox"/>	CAPTA		
<input type="checkbox"/>	IV-B-2 (PSSF)	<input type="checkbox"/>	IV-E Chafee ILP		
<input checked="" type="checkbox"/>	IV-E Foster Care	<input type="checkbox"/>	State only (mark only if other than non-Fed match)		
<input checked="" type="checkbox"/>	IV-E Adoption	<input checked="" type="checkbox"/>	Other, Specify	Child Support	
<input checked="" type="checkbox"/>	TANF	<input checked="" type="checkbox"/>	Other, Specify	Title XIX	
<input checked="" type="checkbox"/>	SSBG	<input type="checkbox"/>	Other, Specify		

"CHECKLIST" FOR ADDRESSING TRAINING ACTIVITIES/EVENTS UNDER THE TITLE IV-B PLAN

(This "checklist" should be used as a guide to ensure that all of the following information is provided in the Plan for each individual training activity planned to be held during the reporting period covered by this update)

Provide a one paragraph brief syllabus of the training activity

The Tools of Choice Parenting Program is designed to help strengthen the parent-child relationship in order to preserve or reunify families or help the child to be accepted into a permanent living situation. The program is offered in five areas of the state. One area is served through a Memorandum of Agreement with Auburn University. Three areas are served by employees of the department and one area is jointly served by the Auburn employee and a state employee. This program has been so successful that it has been replicated through a Memorandum of Agreement with the University of South Alabama. All classes are taught by behavior analysts. There are five, three hour classes in each session. Biological, foster and adoptive parents and other caregivers are taught behavior management tools. Classes are also provided for DHR staff. The parents/ caregivers/staff learn how to focus on the child's desirable behaviors by modeling the behaviors they would like to see more often and motivating the child to do those by reinforcing the desirable behaviors. After the parents/caregivers learn the tools, they are then observed using the skills in their homes. There are three to five in-home sessions for each family. The Behavior Analysts work very closely with each parent/caregiver so that the skills are mastered while using them with their own children. The outcomes have been published and demonstrated as contributing to increased safety, permanency and case closure. The program is regularly offered to caseworkers to directly support the families they serve and refer to the program as well as improve case practice decision making.

Indicate which, if any, of the specifically allowable Title IV-E administrative functions this training activity addresses.

<input type="checkbox"/> IV-E Eligibility Determination or Redetermination	<input type="checkbox"/> Placement of Child
<input type="checkbox"/> Rate Setting	<input checked="" type="checkbox"/> Development and Maintenance of Case Plan
<input type="checkbox"/> Hearings and Appeals	<input type="checkbox"/> Case Management
<input type="checkbox"/> Referral to Services	<input type="checkbox"/> Recruitment/Licensing of Foster/Adoptive Homes and Institutions
<input type="checkbox"/> Preparation for and Participation in Judicial Determinations	<input type="checkbox"/> Data Collection and Reporting

Indicate setting/venue for the training activity

Indicate proposed provider of training activity

<input type="checkbox"/> Pre-Service (Trainee not yet employed by State agency)	<input checked="" type="checkbox"/> In-house agency training staff	Specify
<input type="checkbox"/> Initial In-Service (Intensive training to prepare new employees)	<input type="checkbox"/> Public university ----->	
<input checked="" type="checkbox"/> Continuing In-Service (On-going training for existing employees)	<input type="checkbox"/> Private university ----->	
<input type="checkbox"/> Conference/workshop	<input checked="" type="checkbox"/> Other -----2 Contract Staff	

Indicate duration category of the training activity

Specify approximate number of days or hours of training activity

<input checked="" type="checkbox"/> Short Term (Less than eight consecutive work weeks)	<input type="checkbox"/> 5 Days (additionally there are 3 to 5 visits per family)
<input type="checkbox"/> Long Term (Eight or more consecutive work weeks)	<input type="checkbox"/> 3 Hours per day
	<input type="checkbox"/> Credit hours

Indicate the audience to receive training

<input checked="" type="checkbox"/> Staff of State/local agency administering the State Plan	<input checked="" type="checkbox"/> Adoptive parents
<input type="checkbox"/> Volunteers of State/local agency administering State Plan	<input type="checkbox"/> Child caring agency staff
<input type="checkbox"/> Persons preparing for employment with State/local agency	<input checked="" type="checkbox"/> Child placement agency staff
<input checked="" type="checkbox"/> Foster parents	<input type="checkbox"/> Other State agency staff (JJ, MH, DD, etc.)
<input checked="" type="checkbox"/> Birth parents	<input type="checkbox"/> Other community staff (medical, legal, police)

Costing method

Estimated total cost

<input type="checkbox"/> Unit cost per trainee (Tuition/books/supplies per trainee) or	Unit cost	\$0.00	No. Trainees	0	Total Cost	
<input type="checkbox"/> Cost per class/training function	Estim. no. of trainees in class		500	Total Cost	\$16,000.00	
<input type="checkbox"/> Other (specify) SEE BELOW						

Cost allocation methodology

Describe basis for allocating costs among benefiting programs & funding sources (including application of eligibility rates, where applicable)

1. Training costs are part of overhead (such as supplies, printing, notebooks, etc.). 2. Direct training costs (such as travel of employees, trainers' salaries &

Indicate all applicable funding sources

<input type="checkbox"/> IV-B-1 (CWS)	<input type="checkbox"/> CAPTA
<input checked="" type="checkbox"/> IV-B-2 (PSSF) Caseworker Grant Monies	<input type="checkbox"/> IV-E Chafee ILP
<input type="checkbox"/> IV-E Foster Care	<input type="checkbox"/> State only
<input type="checkbox"/> IV-E Adoption	<input type="checkbox"/> Other, Specify
<input type="checkbox"/> TANF	<input type="checkbox"/> Other, Specify
<input type="checkbox"/> SSBG	<input type="checkbox"/> Other, Specify

"CHECKLIST" FOR ADDRESSING TRAINING ACTIVITIES/EVENTS UNDER THE TITLE IV-B PLAN							
(This "checklist" should be used as a guide to ensure that all of the following information is provided in the Plan for each individual training activity planned to be held during the reporting period covered by this update)							
Provide a one paragraph brief syllabus of the training activity							
<p>The Supervisor Conferences will address permanency issues such as permanency planning, family-centered practice, culturally competent practice and outcome-based supervision / practice.</p>							
Indicate which, if any , of the specifically allowable Title IV-E administrative functions this training activity addresses.							
<input type="checkbox"/>	IV-E Eligibility Determination or Redetermination	<input checked="" type="checkbox"/>	Placement of Child				
<input type="checkbox"/>	Rate Setting	<input checked="" type="checkbox"/>	Development and Maintenance of Case Plan				
<input type="checkbox"/>	Hearings and Appeals	<input checked="" type="checkbox"/>	Case Management				
<input checked="" type="checkbox"/>	Referral to Services	<input checked="" type="checkbox"/>	Recruitment/Licensing of Foster/Adoptive Homes and Institutions				
<input type="checkbox"/>	Preparation for and Participation in Judicial Determinations	<input checked="" type="checkbox"/>	Data Collection and Reporting				
Indicate setting/venue for the training activity				Indicate proposed provider of training activity			
<input type="checkbox"/>	Pre-Service (Trainee not yet employed by State agency)	<input type="checkbox"/>	In-house agency training staff	Specify			
<input type="checkbox"/>	Initial In-Service (Intensive training to prepare new employees)	<input type="checkbox"/>	Public university ----->				
<input checked="" type="checkbox"/>	Continuing In-Service (On-going training for existing employees)	<input type="checkbox"/>	Private university ----->				
<input type="checkbox"/>	Conference/workshop	<input checked="" type="checkbox"/>	Other ----->				
Indicate duration category of the training activity				Specify approximate number of days or hours of training activity			
<input checked="" type="checkbox"/>	Short Term (Less than eight consecutive work weeks)	<input type="text" value="2"/>	Days				
<input type="checkbox"/>	Long Term (Eight or more consecutive work weeks)	<input type="text"/>	Hours per day				
		<input type="text"/>	Credit hours 7.5 CEU CREDITS				
Indicate the audience to receive training							
<input checked="" type="checkbox"/>	Staff of State/local agency administering the State Plan	<input type="checkbox"/>	Adoptive parents				
<input type="checkbox"/>	Volunteers of State/local agency administering State Plan	<input type="checkbox"/>	Child caring agency staff				
<input type="checkbox"/>	Persons preparing for employment with State/local agency	<input type="checkbox"/>	Child placement agency staff				
<input type="checkbox"/>	Foster parents	<input type="checkbox"/>	Other State agency staff (JJ, MH, DD, etc.)	Specify			
		<input type="checkbox"/>	Other community staff (medical, legal, police)				
Costing method				Estimated total cost			
<input type="checkbox"/>	Unit cost per trainee (Tuition/books/supplies per trainee) or	Unit cost	\$0.00	No. Trainees	0	Total Cost	\$0.00
<input checked="" type="checkbox"/>	Cost per class/training function	Estim. no. of trainees in class		325	Total Cost	\$160,000.00	
<input type="checkbox"/>	Other (specify)						
Cost allocation methodology							
<p>Describe basis for allocating costs among benefiting programs & funding sources (including application of eligibility rates, where applicable)</p> <p>1. Training costs are part of overhead (such as supplies, printing, notebooks, etc.). 2. Direct training costs (such as travel of employees, trainers' salaries & Fringe benefits) go into a pool & are distributed according to IV-E/IV-B Penetration Rate.</p>							
Indicate all applicable funding sources							
<input type="checkbox"/>	IV-B-1 (CWS)	<input type="checkbox"/>	CAPTA				
<input checked="" type="checkbox"/>	IV-B-2 (PSSF) Caseworker Grant Monies	<input type="checkbox"/>	IV-E Chafee ILP				
<input type="checkbox"/>	IV-E Foster Care	<input type="checkbox"/>	State only				
<input type="checkbox"/>	IV-E Adoption	<input type="checkbox"/>	Other, Specify				
<input type="checkbox"/>	TANF	<input type="checkbox"/>	Other, Specify				
<input type="checkbox"/>	SSBG	<input type="checkbox"/>	Other, Specify				

NOTE: The **FACTS Refresher Courses** shown below, did not occur to the degree anticipated in FY 2015. However, they could occur across/during the time frame covered by the CFSP; therefore this checklist remains in the Training Plan as shown below.

"CHECKLIST" FOR ADDRESSING TRAINING ACTIVITIES/EVENTS UNDER THE TITLE IV-B PLAN							
(This "checklist" should be used as a guide to ensure that all of the following information is provided in the Plan for each individual training activity planned to be held during the reporting period covered by this update)							
<i>Provide a one paragraph brief syllabus of the training activity</i>							
FACTS refresher courses for county and state office staff.							
<i>Indicate which, if any, of the specifically allowable Title IV-E administrative functions this training activity addresses.</i>							
<input type="checkbox"/> IV-E Eligibility Determination or Redetermination	<input type="checkbox"/>	<input type="checkbox"/> Placement of Child					
<input type="checkbox"/> Rate Setting	<input type="checkbox"/>	<input type="checkbox"/> Development and Maintenance of Case Plan					
<input type="checkbox"/> Hearings and Appeals	<input type="checkbox"/>	<input type="checkbox"/> Case Management					
<input type="checkbox"/> Referral to Services	<input type="checkbox"/>	<input type="checkbox"/> Recruitment/Licensing of Foster/Adoptive Homes and Institutions					
<input type="checkbox"/> Preparation for and Participation in Judicial Determinations	<input checked="" type="checkbox"/>	<input type="checkbox"/> Data Collection and Reporting					
<i>Indicate setting/venue for the training activity</i>		<i>Indicate proposed provider of training activity</i>					
<input type="checkbox"/> Pre-Service (Trainee not yet employed by State agency)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> In-house agency training staff		Specify			
<input type="checkbox"/> Initial In-Service (Intensive training to prepare new employees)	<input type="checkbox"/>	<input type="checkbox"/> Public university ----->					
<input type="checkbox"/> Continuing In-Service (On-going training for existing employees)	<input type="checkbox"/>	<input type="checkbox"/> Private university ----->					
<input type="checkbox"/> Conference/workshop	<input type="checkbox"/>	<input type="checkbox"/> Other ----->					
<i>Indicate duration category of the training activity</i>		<i>Specify approximate number of days or hours of training activity</i>					
<input checked="" type="checkbox"/> Short Term (Less than eight consecutive work weeks)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> Days - 1-5 days		The respective Refresher courses vary in length from one to four days.			
<input type="checkbox"/> Long Term (Eight or more consecutive work weeks)	<input type="checkbox"/>	<input type="checkbox"/> Hours per day					
	<input type="checkbox"/>	<input type="checkbox"/> Credit hours					
<i>Indicate the audience to receive training</i>							
<input checked="" type="checkbox"/> Staff of State/local agency administering the State Plan	<input type="checkbox"/>	<input type="checkbox"/> Adoptive parents		Specify			
<input type="checkbox"/> Volunteers of State/local agency administering State Plan	<input type="checkbox"/>	<input type="checkbox"/> Child caring agency staff					
<input type="checkbox"/> Persons preparing for employment with State/local agency	<input type="checkbox"/>	<input type="checkbox"/> Child placement agency staff					
<input type="checkbox"/> Foster parents	<input type="checkbox"/>	<input type="checkbox"/> Other State agency staff (JJ, MH, DD, etc.)					
	<input type="checkbox"/>	<input type="checkbox"/> Other community staff (medical, legal, police)					
<i>Costing method</i>		<i>Estimated total cost</i>					
<input type="checkbox"/> Unit cost per trainee (Tuition/books/supplies per trainee) or		Unit cost	\$0.00	No. Trainees	0	Total Cost	\$0.00
<input type="checkbox"/> Cost per class/training function		Estim. no. of trainees in class		975	Total Cost	\$975,000.00	
<input checked="" type="checkbox"/> Other (specify)	SEE BELOW						
<i>Cost allocation methodology</i>							
Describe basis for allocating costs among benefiting programs & funding sources (including application of eligibility rates, where applicable)							
1. Training costs are part of overhead (supplies, printing, notebooks, etc.). 2. Direct costs for travel & trainers' salaries/benefits are distributed based on approved PACAP. All child related activities are charged to							
<i>Indicate all applicable funding sources</i>							
<input type="checkbox"/> IV-B-1 (CWS)	<input type="checkbox"/>	<input type="checkbox"/> CAPTA					
<input type="checkbox"/> IV-B-2 (PSSF)	<input type="checkbox"/>	<input type="checkbox"/> IV-E Chafee ILP					
<input checked="" type="checkbox"/> IV-E Foster Care	<input type="checkbox"/>	<input type="checkbox"/> State only (mark only if other than non-Fed match)					
<input checked="" type="checkbox"/> IV-E Adoption	<input type="checkbox"/>	<input type="checkbox"/> Other, Specify					
<input checked="" type="checkbox"/> TANF	<input type="checkbox"/>	<input type="checkbox"/> Other, Specify					
<input checked="" type="checkbox"/> SSBG	<input type="checkbox"/>	<input type="checkbox"/> Other, Specify					

"CHECKLIST" FOR ADDRESSING TRAINING ACTIVITIES/EVENTS UNDER THE TITLE IV-B PLAN

(This "checklist" should be used as a guide to ensure that all of the following information is provided in the Plan for each individual training activity planned to be held during the reporting period covered by this update)

Provide a one paragraph **brief** syllabus of the training activity

FACTS Finance and/or Provider Training for FACTS users to learn the application and functions of the system. This training is for caseworkers, supervisors, but may also be attended by administrators and managers, as needed.

FACTS Finance and/or Provider Training

Indicate which, if any, of the **specifically allowable** Title IV-E administrative functions this training activity addresses.

<input type="checkbox"/>	IV-E Eligibility Determination or Redetermination	<input type="checkbox"/>	Placement of Child
<input type="checkbox"/>	Rate Setting	<input type="checkbox"/>	Development and Maintenance of Case Plan
<input type="checkbox"/>	Hearings and Appeals	<input type="checkbox"/>	Case Management
<input type="checkbox"/>	Referral to Services	<input type="checkbox"/>	Recruitment/Licensing of Foster/Adoptive Homes and Institutions
<input type="checkbox"/>	Preparation for and Participation in Judicial Determinations	<input checked="" type="checkbox"/>	Data Collection and Reporting

Indicate setting/venue for the training activity

<input type="checkbox"/>	Pre-Service (Trainee not yet employed by State agency)
<input checked="" type="checkbox"/>	Initial In-Service (Intensive training to prepare new employees)
<input checked="" type="checkbox"/>	Continuing In-Service (On-going training for existing employees)
<input type="checkbox"/>	Conference/workshop

Indicate proposed provider of training activity

<input checked="" type="checkbox"/>	In-house agency training staff	Specify
<input type="checkbox"/>	Public university ----->	
<input type="checkbox"/>	Private university ----->	
<input type="checkbox"/>	Other ----->	

Indicate duration category of the training activity

<input checked="" type="checkbox"/>	Short Term (Less than eight consecutive work weeks)
<input type="checkbox"/>	Long Term (Eight or more consecutive work weeks)

Specify approximate number of days or hours of training activity

1	Days
	Hours per day
	Credit hours

Indicate the audience to receive training

<input checked="" type="checkbox"/>	Staff of State/local agency administering the State Plan	<input type="checkbox"/>	Adoptive parents
<input type="checkbox"/>	Volunteers of State/local agency administering State Plan	<input type="checkbox"/>	Child caring agency staff
<input type="checkbox"/>	Persons preparing for employment with State/local agency	<input type="checkbox"/>	Child placement agency staff
<input type="checkbox"/>	Foster parents	<input type="checkbox"/>	Other State agency staff (JJ, MH, DD, etc.)
		<input type="checkbox"/>	Other community staff (medical, legal, police)

Costing method

<input type="checkbox"/>	Unit cost per trainee (Tuition/books/supplies per trainee) or	Unit cost	\$0.00	No. Trainees	0	Total Cost	\$0.00
<input type="checkbox"/>	Cost per class/training function	Estim. no. of trainees in class		200	Total Cost	\$30,000.00	
<input checked="" type="checkbox"/>	Other (specify) SEE BELOW						

Estimated total cost

Cost allocation methodology

Describe basis for allocating costs among benefiting programs & funding sources (including application of eligibility rates, where applicable)

1. Training costs are part of overhead (such as supplies, printing, notebooks, etc.).
2. Direct costs for travel & trainers' salaries/benefits are distributed based on approved PACAP. All child related activities are charged to IV-E. All non-child activities are charged to SSBG. This is the approved methodology in FACTS APD.

Indicate all applicable funding sources

<input checked="" type="checkbox"/>	IV-B-1 (CWS)	<input type="checkbox"/>	CAPTA
<input type="checkbox"/>	IV-B-2 (PSSF)	<input type="checkbox"/>	IV-E Chafee ILP
<input checked="" type="checkbox"/>	IV-E Foster Care	<input type="checkbox"/>	State only (mark only if other than non-Fed match)
<input checked="" type="checkbox"/>	IV-E Adoption	<input type="checkbox"/>	Other, Specify
<input checked="" type="checkbox"/>	TANF	<input type="checkbox"/>	Other, Specify
<input checked="" type="checkbox"/>	SSBG	<input type="checkbox"/>	Other, Specify

"CHECKLIST" FOR ADDRESSING TRAINING ACTIVITIES/EVENTS UNDER THE TITLE IV-B PLAN

(This "checklist" should be used as a guide to ensure that all of the following information is provided in the Plan for each individual training activity planned to be held during the reporting period covered by this update)

Provide a one paragraph brief syllabus of the training activity					
<p>FACTS Basic User Training for users to learn the application and functions of the system. This training is for caseworkers, supervisors, but may also be attended by administrators and managers as needed.</p> <p style="text-align: center;">FACTS Basic User Training</p>					
Indicate which, if any, of the specifically allowable Title IV-E administrative functions this training activity addresses.					
<input type="checkbox"/>	IV-E Eligibility Determination or Redetermination	<input type="checkbox"/>	Placement of Child		
<input type="checkbox"/>	Rate Setting	<input type="checkbox"/>	Development and Maintenance of Case Plan		
<input type="checkbox"/>	Hearings and Appeals	<input type="checkbox"/>	Case Management		
<input type="checkbox"/>	Referral to Services	<input type="checkbox"/>	Recruitment/Licensing of Foster/Adoptive Homes and Institutions		
<input type="checkbox"/>	Preparation for and Participation in Judicial Determinations	<input checked="" type="checkbox"/>	Data Collection and Reporting		
Indicate setting/venue for the training activity			Indicate proposed provider of training activity		
<input type="checkbox"/>	Pre-Service (Trainee not yet employed by State agency)	<input checked="" type="checkbox"/>	In-house agency training staff		Specify
<input type="checkbox"/>	Initial In-Service (Intensive training to prepare new employees)	<input type="checkbox"/>	Public university ----->		
<input type="checkbox"/>	Continuing In-Service (On-going training for existing employees)	<input type="checkbox"/>	Private university ----->		
<input type="checkbox"/>	Conference/workshop	<input type="checkbox"/>	Other ----->		
Indicate duration category of the training activity			Specify approximate number of days or hours of training activity		
<input checked="" type="checkbox"/>	Short Term (Less than eight consecutive work weeks)	<input checked="" type="checkbox"/>	5		Days
<input type="checkbox"/>	Long Term (Eight or more consecutive work weeks)	<input type="checkbox"/>			Hours per day
		<input type="checkbox"/>			Credit hours
Indicate the audience to receive training					
<input checked="" type="checkbox"/>	Staff of State/local agency administering the State Plan	<input type="checkbox"/>	Adoptive parents		
<input type="checkbox"/>	Volunteers of State/local agency administering State Plan	<input type="checkbox"/>	Child caring agency staff		
<input type="checkbox"/>	Persons preparing for employment with State/local agency	<input type="checkbox"/>	Child placement agency staff		Specify
<input type="checkbox"/>	Foster parents	<input type="checkbox"/>	Other State agency staff (JJ, MH, DD, etc.)		
		<input type="checkbox"/>	Other community staff (medical, legal, police)		
Costing method			Estimated total cost		
<input type="checkbox"/>	Unit cost per trainee (Tuition/books/supplies per trainee) or	Unit cost	\$0.00	No. Trainees	0
<input type="checkbox"/>	Cost per class/training function	Estim. no. of trainees in class		Total Cost	\$0.00
<input checked="" type="checkbox"/>	Other (specify) SEE BELOW			Total Cost	\$825,000.00
Cost allocation methodology					
<p>Describe basis for allocating costs among benefiting programs & funding sources (including application of eligibility rates, where applicable)</p> <p>1. Training costs are part of overhead (supplies, printing, notebooks, etc.).</p> <p>2. Direct costs for travel & trainers' salaries/benefits are distributed based on approved PACAP. All child related activities are charged to</p>					
Indicate all applicable funding sources					
<input type="checkbox"/>	IV-B-1 (CWS)	<input type="checkbox"/>	CAPTA		
<input type="checkbox"/>	IV-B-2 (PSSF)	<input type="checkbox"/>	IV-E Chafee ILP		
<input checked="" type="checkbox"/>	IV-E Foster Care	<input type="checkbox"/>	State only (mark only if other than non-Fed match)		
<input checked="" type="checkbox"/>	IV-E Adoption	<input type="checkbox"/>	Other, Specify		
<input checked="" type="checkbox"/>	TANF	<input type="checkbox"/>	Other, Specify		
<input checked="" type="checkbox"/>	SSBG	<input type="checkbox"/>	Other, Specify		

Removal of Training Checklist for TOPIC Training Curriculum

The **TOPIC** training curriculum described below did/will not occur in FY 2015. Also, it is not anticipated that this training event will take place during the CFSP time frame of FY 2015 – 2019.

A checklist was included in the Training Plan that was submitted with the 2015 – 2019 CFSP; however, it has been removed because there is no present plan for this training activity to occur.

TOPIC is a curriculum based training adapted from TOOLS OF CHOICE for YOUTH, focusing on communication, life skills and independence through their own behavior. Outcomes are based on skills learned in the class and when used with adults they interact with. The modules were piloted at Brantwood Children's Home with youth aged 14-21. The program is offered in four areas of the state, - one is served through contract with Auburn University, two areas are served by the department; and another is jointly served by a contract and state employee.

Removal of Training Checklist for MOTIVATE Training Curriculum

The **MOTIVATE** training curriculum described below is not scheduled to occur over the remainder of the years covered by the FY 2015 – 2019 CFSP; therefore, it has been removed from the Training Plan.

MOTIVATE is a curriculum created and presented by the Behavior Analyst staff/interns to DHR service line staff. The goal is to improve the Caseworkers' communication, to improve visits with the child and family and to improve all contacts related to the child and family. There are 6 modules that make up the training. The training is usually presented in two 1/2 day sessions.

"CHECKLIST" FOR ADDRESSING TRAINING ACTIVITIES/EVENTS UNDER THE TITLE IV-B PLAN

(This "checklist" should be used as a guide to ensure that all of the following information is provided in the Plan for each individual training activity planned to be held during the reporting period covered by this update)

Provide a one paragraph **brief** syllabus of the training activity

The department will continue to train/recertify for the Multi-Dimensional Assessment Tool (MAT). Training is now completed on a website, canstraining.com. The department received permission to rename the MAT due to having an acronym for CANS. The Child Adolescent Needs and Strengths Assessment Tool was developed by Dr. John Lyons and a large group of professionals. The CANS/MAT is an open domain tool that is free for anyone to use. The Praed Foundation only requires that the persons using the CANS/MAT be trained and recertified each year. With training, one with a bachelor's degree can learn to complete the tool reliably.

Indicate which, if any, of the **specifically allowable** Title IV-E administrative functions this training activity addresses.

<input checked="" type="checkbox"/> IV-E Eligibility Determination or Redetermination	<input checked="" type="checkbox"/> Placement of Child
<input type="checkbox"/> Rate Setting	<input checked="" type="checkbox"/> Development and Maintenance of Case Plan
<input type="checkbox"/> Hearings and Appeals	<input type="checkbox"/> Case Management
<input type="checkbox"/> Referral to Services	<input type="checkbox"/> Recruitment/Licensing of Foster/Adoptive Homes and Institutions
<input type="checkbox"/> Preparation for and Participation in Judicial Determinations	<input type="checkbox"/> Data Collection and Reporting

Indicate setting/venue for the training activity

Indicate proposed provider of training activity

<input type="checkbox"/> Pre-Service (Trainee not yet employed by State agency)	<input type="checkbox"/> In-house agency training staff	Specify
<input checked="" type="checkbox"/> Initial In-Service (Intensive training to prepare new employees)	<input type="checkbox"/> Public university ----->	
<input checked="" type="checkbox"/> Continuing In-Service (On-going training for existing employees)	<input type="checkbox"/> Private university ----->	
<input type="checkbox"/> Conference/workshop	<input checked="" type="checkbox"/> Other ----->	Self-directed

Indicate duration category of the training activity

Specify approximate number of days or hours of training activity

<input checked="" type="checkbox"/> Short Term (Less than eight consecutive work weeks)	<input checked="" type="checkbox"/> 1 Days
<input type="checkbox"/> Long Term (Eight or more consecutive work weeks)	<input type="checkbox"/> Hours per day 6-8 hours
	<input type="checkbox"/> Credit hours

Indicate the audience to receive training

<input checked="" type="checkbox"/> Staff of State/local agency administering the State Plan	<input type="checkbox"/> Adoptive parents
<input type="checkbox"/> Volunteers of State/local agency administering State Plan	<input type="checkbox"/> Child caring agency staff
<input type="checkbox"/> Persons preparing for employment with State/local agency	<input type="checkbox"/> Child placement agency staff
<input type="checkbox"/> Foster parents	<input type="checkbox"/> Other State agency staff (JJ, MH, DD, etc.)
	<input type="checkbox"/> Other community staff (medical, legal, police)
	Specify

Costing method

Estimated total cost

<input type="checkbox"/> Unit cost per trainee (Tuition/books/supplies per trainee) or	Unit cost	\$0.00	No. Trainees	0	Total Cost	\$0.00
<input type="checkbox"/> Cost per class/training function	Estim. no. of trainees in class		100	Total Cost	\$1,000.00	
<input checked="" type="checkbox"/> Other (specify) SEE BELOW						

Cost allocation methodology

Describe basis for allocating costs among benefiting programs & funding sources (including application of eligibility rates, where applicable)

1. Training costs are part of overhead (such as supplies, printing, notebooks, etc.).
2. Direct training costs (such as travel of employees, trainers' salaries and fringe benefits) go into a pool and are distributed according to IV-E / IV-B Penetration Rate.

Indicate all applicable funding sources

<input type="checkbox"/> IV-B-1 (CWS)	<input type="checkbox"/> CAPTA
<input type="checkbox"/> IV-B-2 (PSSF)	<input type="checkbox"/> IV-E Chafee ILP
<input type="checkbox"/> IV-E Foster Care	<input type="checkbox"/> State only (mark only if other than non-Fed match)
<input type="checkbox"/> IV-E Adoption	<input checked="" type="checkbox"/> Other, Specify Caseworker visit funds
<input type="checkbox"/> TANF	<input type="checkbox"/> Other, Specify
<input type="checkbox"/> SSBG	<input type="checkbox"/> Other, Specify

"CHECKLIST" FOR ADDRESSING TRAINING ACTIVITIES/EVENTS UNDER THE TITLE IV-B PLAN

(This "checklist" should be used as a guide to ensure that all of the following information is provided in the Plan for each individual training activity planned to be held during the reporting period covered by this update)

Provide a one paragraph brief syllabus of the training activity					
Fall Social Work Conference - Statewide conference designed to provide cutting-edge information on best practices with children and families to agency staff. The conference theme for the 16th Annual Conference is yet to be determined.					Alabama
Indicate which, if any, of the specifically allowable Title IV-E administrative functions this training activity addresses.					
<input type="checkbox"/> IV-E Eligibility Determination or Redetermination	<input type="checkbox"/>	Placement of Child			
<input type="checkbox"/> Rate Setting	<input checked="" type="checkbox"/>	Development and Maintenance of Case Plan			
<input type="checkbox"/> Hearings and Appeals	<input checked="" type="checkbox"/>	Case Management			
<input type="checkbox"/> Referral to Services	<input type="checkbox"/>	Recruitment/Licensing of Foster/Adoptive Homes and Institutions			
<input type="checkbox"/> Preparation for and Participation in Judicial Determinations	<input type="checkbox"/>	Data Collection and Reporting			
Indicate setting/venue for the training activity			Indicate proposed provider of training activity		
<input type="checkbox"/> Pre-Service (Trainee not yet employed by State agency)	<input type="checkbox"/>	In-house agency training staff		Specify	
<input checked="" type="checkbox"/> Initial In-Service (Intensive training to prepare new employees)	<input type="checkbox"/>	Public university ----->		University of Alabama	
<input checked="" type="checkbox"/> Continuing In-Service (On-going training for existing employees)	<input type="checkbox"/>	Private university ----->			
<input type="checkbox"/> Conference/workshop	<input type="checkbox"/>	Other ----->			
Indicate duration category of the training activity			Specify approximate number of days or hours of training activity		
<input checked="" type="checkbox"/> Short Term (Less than eight consecutive work weeks)	<input type="checkbox"/>	2	Days		
<input type="checkbox"/> Long Term (Eight or more consecutive work weeks)	<input type="checkbox"/>	5	Hours per day		
	<input type="checkbox"/>	10	Credit hours		
Indicate the audience to receive training					
<input checked="" type="checkbox"/> Staff of State/local agency administering the State Plan	<input type="checkbox"/>	Adoptive parents			
<input type="checkbox"/> Volunteers of State/local agency administering State Plan	<input type="checkbox"/>	Child caring agency staff			
<input checked="" type="checkbox"/> Persons preparing for employment with State/local agency	<input checked="" type="checkbox"/>	Child placement agency staff			
<input type="checkbox"/> Foster parents	<input checked="" type="checkbox"/>	Other State agency staff (JJ, MH, DD, etc.)			
	<input checked="" type="checkbox"/>	Other community staff (medical, legal, police)			
		Specify			
		Public Health, Mental Health, etc.			
		Social Workers, Therapists, etc.			
Costing method			Estimated total cost		
<input type="checkbox"/> Unit cost per trainee (Tuition/books/supplies per trainee) or	<input type="checkbox"/>	Unit cost	\$0.00	No. Trainees	0
<input type="checkbox"/> Cost per class/training function	<input type="checkbox"/>	Estim. no. of trainees in class		Total Cost	\$0.00
<input checked="" type="checkbox"/> Other (specify) SEE BELOW	<input type="checkbox"/>			Total Cost	\$80,000.00
Cost allocation methodology					
Describe basis for allocating costs among benefiting programs & funding sources (including application of eligibility rates, where applicable)					
1. Training costs are part of overhead (such as supplies, printing, notebooks, etc.). 2. Direct training costs (such as travel of employees, trainers' salaries and fringe benefits) go into a pool and are distributed according to IV-E / IV-B Penetration Rate.					
Indicate all applicable funding sources					
<input checked="" type="checkbox"/> IV-B-1 (CWS)	<input type="checkbox"/>	CAPTA			
<input type="checkbox"/> IV-B-2 (PSSF)	<input type="checkbox"/>	IV-E Chafee ILP			
<input checked="" type="checkbox"/> IV-E Foster Care	<input type="checkbox"/>	State only (mark only if other than non-Fed match)			
<input checked="" type="checkbox"/> IV-E Adoption	<input type="checkbox"/>	Other, Specify			
<input checked="" type="checkbox"/> TANF	<input type="checkbox"/>	Other, Specify			
<input checked="" type="checkbox"/> SSBG	<input type="checkbox"/>	Other, Specify			

"CHECKLIST" FOR ADDRESSING TRAINING ACTIVITIES/EVENTS UNDER THE TITLE IV-B PLAN

(This "checklist" should be used as a guide to ensure that all of the following information is provided in the Plan for each individual training activity planned to be held during the reporting period covered by this update)

Provide a one paragraph **brief** syllabus of the training activity

Alabama Higher Education Consortium on Child Welfare Regional Workshops - Contingent on funding, the Department, in partnership with the Alabama Higher Education Consortium on Child Welfare, will provide regional workshops to DHR child welfare staff. The tentative topics for these workshops include leadership and supervision in a child welfare setting and social work ethics for child welfare workers and supervisors.

Alabama

Indicate which, if any, of the **specifically allowable** Title IV-E administrative functions this training activity addresses.

<input type="checkbox"/> IV-E Eligibility Determination or Redetermination	<input type="checkbox"/> Placement of Child
<input type="checkbox"/> Rate Setting	<input checked="" type="checkbox"/> Development and Maintenance of Case Plan
<input type="checkbox"/> Hearings and Appeals	<input checked="" type="checkbox"/> Case Management
<input type="checkbox"/> Referral to Services	<input type="checkbox"/> Recruitment/Licensing of Foster/Adoptive Homes and Institutions
<input type="checkbox"/> Preparation for and Participation in Judicial Determinations	<input type="checkbox"/> Data Collection and Reporting

Indicate setting/venue for the training activity

Indicate proposed provider of training activity

<input type="checkbox"/> Pre-Service (Trainee not yet employed by State agency)	<input type="checkbox"/> In-house agency training staff	Specify
<input checked="" type="checkbox"/> Initial In-Service (Intensive training to prepare new employees)	<input checked="" type="checkbox"/> Public university ----->	University of Montevallo/t
<input checked="" type="checkbox"/> Continuing In-Service (On-going training for existing employees)	<input type="checkbox"/> Private university ----->	
<input type="checkbox"/> Conference/workshop	<input type="checkbox"/> Other ----->	

Indicate duration category of the training activity

Specify approximate number of days or hours of training activity

<input checked="" type="checkbox"/> Short Term (Less than eight consecutive work weeks)	<input type="checkbox"/> Days
<input type="checkbox"/> Long Term (Eight or more consecutive work weeks)	<input type="checkbox"/> 6 Hours per day
	<input type="checkbox"/> 6 Credit hours

Indicate the audience to receive training

<input checked="" type="checkbox"/> Staff of State/local agency administering the State Plan	<input type="checkbox"/> Adoptive parents
<input type="checkbox"/> Volunteers of State/local agency administering State Plan	<input type="checkbox"/> Child caring agency staff
<input type="checkbox"/> Persons preparing for employment with State/local agency	<input type="checkbox"/> Child placement agency staff
<input type="checkbox"/> Foster parents	<input type="checkbox"/> Other State agency staff (JJ, MH, DD, etc.)
	<input type="checkbox"/> Other community staff (medical, legal, police)
	Specify

Costing method

Estimated total cost

<input type="checkbox"/> Unit cost per trainee (Tuition/books/supplies per trainee) or	Unit cost	\$0.00	No. Trainees	0	Total Cost	\$0.00
<input type="checkbox"/> Cost per class/training function	Estim. no. of trainees in class		250	Total Cost	\$40,000.00	
<input checked="" type="checkbox"/> Other (specify) SEE BELOW						

Cost allocation methodology

Describe basis for allocating costs among benefiting programs & funding sources (including application of eligibility rates, where applicable)

1. Training costs are part of overhead (such as supplies, printing, notebooks, etc.).
2. Direct training costs (such as travel of employees, trainers' salaries and fringe benefits) go into a pool and are distributed according to IV-E / IV-B Penetration Rate.

Indicate all applicable funding sources

<input checked="" type="checkbox"/> IV-B-1 (CWS)	<input type="checkbox"/> CAPTA
<input type="checkbox"/> IV-B-2 (PSSF)	<input type="checkbox"/> IV-E Chafee ILP
<input checked="" type="checkbox"/> IV-E Foster Care	<input type="checkbox"/> State only (mark only if other than non-Fed match)
<input checked="" type="checkbox"/> IV-E Adoption	<input type="checkbox"/> Other, Specify Title XX
<input checked="" type="checkbox"/> TANF	<input type="checkbox"/> Other, Specify CCDF
<input checked="" type="checkbox"/> SSBG	<input type="checkbox"/> Other, Specify Title XIX

"CHECKLIST" FOR ADDRESSING TRAINING ACTIVITIES/EVENTS UNDER THE TITLE IV-B PLAN

(This "checklist" should be used as a guide to ensure that all of the following information is provided in the Plan for each individual training activity planned to be held during the reporting period covered by this update)

Provide a one paragraph brief syllabus of the training activity

Partnership with the University of Alabama. Contingent on funding, the Department will partner with the University of Alabama to provide the following training opportunities for child welfare staff: 1.) Development of Leadership, Management, and Supervision (LAMAS) training curriculum for DHR child welfare staff (including initial face-to-face training, with future trainings being a combination of on-line and/or webinar training modules); 2.) Provision of social work license preparation material to new child welfare social work staff (FY17 note: no social work licensure prep material was implemented for FY16 and once a determination of the need for such in FY17 is made, the info will be provided); 3.) LAMAS, leadership development, and workforce development training for DHR County Directors and Child Welfare Administrators in DHR county offices; 4.) 16th Annual Fall Social Work Conference – Conference theme to be determined; 5.) BSW/MSW Student Stipends: MSW Stipends are available through the University of Alabama School of Social Work and Alabama A&M Social Work Program. BSW Stipends are available through Alabama A&M University, Alabama State University, Auburn University, Jacksonville State University, Miles College, Oakwood University, Talladega College, Tuskegee University, University of Alabama, University of Alabama Birmingham, University of Montevallo, and University of South Alabama. MSW and BSW students receive a monetary stipend. Stipend recipients must meet all eligibility requirements, complete a field placement with ALDHR prior to graduation, and complete a work obligation with ALDHR upon graduation. MSW students receive between \$7500-\$9000 (depending on funds available). BSW students receive \$2000.

Indicate which, if any, of the specifically allowable Title IV-E administrative functions this training activity addresses.

<input type="checkbox"/> IV-E Eligibility Determination or Redetermination	<input type="checkbox"/> Placement of Child
<input type="checkbox"/> Rate Setting	<input checked="" type="checkbox"/> Development and Maintenance of Case Plan
<input type="checkbox"/> Hearings and Appeals	<input type="checkbox"/> Case Management
<input type="checkbox"/> Referral to Services	<input type="checkbox"/> Recruitment/Licensing of Foster/Adoptive Homes and Institutions
<input type="checkbox"/> Preparation for and Participation in Judicial Determinations	<input type="checkbox"/> Data Collection and Reporting

Indicate setting/venue for the training activity

<input checked="" type="checkbox"/> Pre-Service (Trainee not yet employed by State agency)
<input checked="" type="checkbox"/> Initial In-Service (Intensive training to prepare new employees)
<input checked="" type="checkbox"/> Continuing In-Service (On-going training for existing employees)
<input type="checkbox"/> Conference/workshop

Indicate proposed provider of training activity

<input type="checkbox"/> In-house agency training staff	Specify
<input checked="" type="checkbox"/> Public university ----->	Univ. of Alabama
<input type="checkbox"/> Private university ----->	
<input type="checkbox"/> Other ----->	

Indicate duration category of the training activity

<input type="checkbox"/> Short Term (Less than eight consecutive work weeks)
<input checked="" type="checkbox"/> Long Term (Eight or more consecutive work weeks)

Specify approximate number of days or hours of training activity

<input type="checkbox"/> Days
<input type="checkbox"/> Hours per day
<input checked="" type="checkbox"/> Credit hours Varies

Indicate the audience to receive training

<input type="checkbox"/> Staff of State/local agency administering the State Plan	<input type="checkbox"/> Adoptive parents
<input type="checkbox"/> Volunteers of State/local agency administering State Plan	<input type="checkbox"/> Child caring agency staff
<input type="checkbox"/> Persons preparing for employment with State/local agency	<input type="checkbox"/> Child placement agency staff
<input type="checkbox"/> Foster parents	<input checked="" type="checkbox"/> Other State agency staff (JJ, MH, DD, etc.)
	<input type="checkbox"/> Other community staff (medical, legal, police)

Costing method

<input type="checkbox"/> Unit cost per trainee (Tuition/books/supplies per trainee) or
<input type="checkbox"/> Cost per class/training function
<input checked="" type="checkbox"/> Other (specify) SEE BELOW

Estimated total cost

Unit cost	\$0.00	No. Trainees	0	Total Cost	\$0.00
Estim. no. of trainees in class			15	Total Cost	\$100,000.00

Cost allocation methodology

Describe basis for allocating costs among benefiting programs & funding sources (including application of eligibility rates, where applicable)

1. Training costs are part of overhead (such as supplies, printing, notebooks, etc.).
2. Direct training costs (such as travel of employees, trainers' salaries and fringe benefits) go into a pool and are distributed according to IV-E / IV-B Penetration Rate.

Indicate all applicable funding sources

<input checked="" type="checkbox"/> IV-B-1 (CWS)	<input type="checkbox"/> CAPTA
<input type="checkbox"/> IV-B-2 (PSSF)	<input type="checkbox"/> IV-E Chafee ILP
<input checked="" type="checkbox"/> IV-E Foster Care	<input type="checkbox"/> State only (mark only if other than non-Fed match)
<input checked="" type="checkbox"/> IV-E Adoption	<input type="checkbox"/> Other, Specify
<input checked="" type="checkbox"/> TANF	<input type="checkbox"/> Other, Specify

LAMAS Leadership Academy

Training Overview

Purpose

To provide leadership training for social workers and other professionals practicing in the Child Welfare field in every county throughout the State of Alabama.

Goals

- ☐ Provide leadership, implement best practices, and utilize data to manage outcomes.
- ☐ Lead our staff, providers, and communities for positive and successful family case outcomes.
- ☐ Manage for healthier families and to achieve and maintain permanency.
- ☐ Supervise our workers through data collection to reflect children's safety, families are reunited, and adoptions are completed.

Length

9am-430pm, with two 15-minute breaks and one-hour for lunch

Training Overview

Part I: What is LAMAS and Why am I Playing with Legos?

Define leadership, management, and supervision

Have fun with Legos

Understand vision, results, and brand

Learn *How to be a R.E.A.L. Success*

Part II: Leadership Starts with ME

Express my leadership passion

Complete my leadership self-assessment

Be intentional about my personal growth—*The 15 Invaluable Laws of Growth*

Part III: Leadership Skills and Techniques

Learn *The 21 Irrefutable Laws of Leadership*

Have a positive attitude

Build confidence in the mirror

Deliver *Coachable Moments*

Delegate effectively

Know our social work ethics

Communicate and connect—*Everyone Communicates, Few Connect*

Run a smooth and efficient meeting

Establish a self-care plan

Work effectively in a multi-generational workforce

Get a mentor—Be a mentor

Part IV: Leadership Meets Productivity®

Define time management and prioritization

Discuss the value of time and attitude

Create *My Leadership Action Plan*

Leadership Training Academy

Leadership and Management and Supervision (LAMAS) 2016

Objectives and Outline

Training Schedule

LAMAS Leadership Academy Part 1 of 3 (90 min)

LAMAS Leadership Academy Part 2 of 3 (105 min)

LAMAS Leadership Academy Part 3 of 3 (120 min)

Purpose of LAMAS Academy

To provide leadership training for social workers and other professionals practicing in the Child Welfare field in every county in the State of Alabama.

Goals of LAMAS Academy

- Provide leadership, implement best practices, and utilize data to manage outcomes.
- Lead our staff, providers, and communities for positive and successful family case outcomes.
- Manage for healthier families and to achieve and maintain permanency.
- Supervise our workers through data collection to reflect children's safety, families are reunited, and adoptions are completed.

Training Objective

Participants will continue to increase their knowledge of leadership knowledge, skills, and techniques and create an action plan to support their county supervisors and front line staff.

Training Outline

I. Lessons Learned from the 2015-2016 LAMAS Training for Supervisors and Front Line Workers

- a. Legos Briefing... Building the perfect leader
- b. Trainers' observations... Leadership is a verb not a noun.
- c. Directors' observations... Changes in behaviors and the environment

II. Leadership Starts with *Me*

- a. Review *15 Invaluable Laws of Growth*: Am I aware of my areas of strength and intentional personal growth areas?
- b. Study *Put Your Dream to the Test*: Can I pass the Dream Test?

III. Leadership Meets Productivity®

- a. Receive time management, prioritization, decision making and discipline tips and techniques
- b. Create *My 2016-2017 Leadership Action Plan*, addressing individual and organization goals

IV. Next Steps for Continuing to Grow Leaders in My County

15th Annual Fall Social Work Conference

Program Synopsis

Conference Date: August 4-5, 2016

General Sessions Speakers

- Chris Newlin, Executive Director, National Children's Advocacy Center

Topic: The Road to Recovery for Traumatized Children: The Critical Interaction between System and Individual"

- Clare Anderson, Policy Fellow, Chapin Hall

Topic: Using the New Science to Guide Child Welfare Policy and Practice: Integrating Safety, Permanency, and Well-being

- Carl Price, Foster Care Alumni- Cancer Survivor- US Navy Veteran

Topic: Trauma to Triumph

Workshop Presenters

- REACH Scholars , Panel of College-Age Foster Youth

Topic: Navigating College: A Foster Care Perspective

- Debra Anderson, PhD, Director of Connections, Project Harmony Child Protection Center

Topic: The Impact Helping Can Have: Building Resiliency in Child Welfare Organizations

- Melissa Peters MD, Children's of Alabama, Medical Director of Physical Abuse Services at CHIPS Center

Topic: Multidisciplinary Teams: Conflicts and Triumphs

- Debra Nelson-Gardell, PhD, Associate Professor, University of Alabama School of Social Work

Topic: Why do they act that way? Trauma as a context for survival

- Jason Newell, PhD, Associate Professor and Director, University of Montevallo Department of Social Work

Topic: Cultivating Professional Resilience and Well-being through Empathy and Selfregulation

- Denise Green, PhD, Chair and Director of Social Work, Troy University Department of Human Services and Social Work

Topic: STI and HIV in Young Survivors of Human Trafficking

- Holly Register, Director of Quality Assurance, United Methodist Children's Home
Dr. Blake Horne, President/CEO, United Methodist Children's Home of Alabama and
Northwest Florida

*Topic: Fostering Success in Higher Education: United Methodist Children's Home's
Residential Scholarship Program*

- Eye Heart World, Foundation Supporting Survivors of Human Trafficking
Topic: TBD

Curriculum/Course of Studies for Requested Alabama BSW and MSW Programs

MSW Programs

- Alabama A&M University
Family/Child Welfare - <http://www.aamu.edu/administrativeoffices/academicaffairs/Pages/Graduate-Catalogs.aspx>
(2015-2016 Graduate Catalog, pgs. 84-89)
- University of Alabama School of Social Work
Advanced Standing – Social Work with Children, Adolescents, and their Families
<http://socialwork.ua.edu/academics/msw-program/msw-advanced-standing-program/>
60-Credit-Hour Program – Social Work with Children, Adolescents, and their Families
<http://socialwork.ua.edu/academics/msw-program/msw-60-credit-hour-program/>

BSW Programs

- Alabama A&M University
<http://www.aamu.edu/academics/ehbs/swpc/socialwork/pages/undergraduate-program.aspx> (click on
“Undergraduate Curriculum” link on right side of page)
- Alabama State University
<http://www.alasu.edu/current-students/records--registration/general-catalog/index.aspx> (Undergraduate Catalog
2015-2017, pgs. 126-129)
- Auburn University
<http://www.cla.auburn.edu/sociology/social-work/undergraduates/social-work-major/>
- Jacksonville State University
http://www.jsu.edu/socialwork/bsw/BSW_Program_Requirements.html
- Miles College
<https://www.miles.edu/admissions/4/Miles-College-Catalog->
(Miles College Catalog 2013-2017, pgs. 101-104)
- Oakwood University
<http://www.oakwood.edu/academics/academic-departments/social-work>
(click “Course Descriptions”, Oakwood University Bulletin 2015-2017, pgs. 160-164)
- Talladega College
<http://www.talladega.edu/academics/catalog.asp>

Click link for course catalog, pgs. 85-87

- Tuskegee University

http://www.tuskegee.edu/academics/colleges/clae/social_work/social_work_curriculum.aspx

- University of Alabama School of Social Work

<http://courseleaf.ua.edu/socialwork/>

- University of Alabama Birmingham

<http://www.uab.edu/cas/socialwork/academics/the-major>

- University of Montevallo

<http://www.montevallo.edu/academics/course-catalog/>

Click on “Current Bulletin”, 2015-2016 Undergraduate & Graduate Bulletin; pgs. 50-51

- University of South Alabama

http://southalabama.edu/colleges/artsandsci/syansw/socialwork/Admission_Curriculum.html

"CHECKLIST" FOR ADDRESSING TRAINING ACTIVITIES/EVENTS UNDER THE TITLE IV-B PLAN

(This "checklist" should be used as a guide to ensure that all of the following information is provided in the Plan for each individual training activity planned to be held during the reporting period covered by this update)

<i>Provide a one paragraph brief syllabus of the training activity</i>					
Two to Three sessions of "Child Abuse & Neglect Assessment/Investigative Interviews: How to Talk to Children" (formerly entitled, "Investigative & Forensic Interview Training") are planned for FY 2017. Each 3 day session will focus on conducting assessment/investigative interviews of children, who have been abused or neglected. The training will be provided to County Multidisciplinary Team members, County and State Office Staff. Approximately 90 participants will be trained. The estimated costs are for travel costs including mileage and per diem.					
<i>Indicate which, if any, of the specifically allowable Title IV-E administrative functions this training activity addresses.</i>					
<input type="checkbox"/> IV-E Eligibility Determination or Redetermination	<input checked="" type="checkbox"/>	Placement of Child			
<input type="checkbox"/> Rate Setting	<input checked="" type="checkbox"/>	Development and Maintenance of Case Plan			
<input type="checkbox"/> Hearings and Appeals	<input type="checkbox"/>	Case Management			
<input type="checkbox"/> Referral to Services	<input type="checkbox"/>	Recruitment/Licensing of Foster/Adoptive Homes and Institutions			
<input type="checkbox"/> Preparation for and Participation in Judicial Determinations	<input type="checkbox"/>	Data Collection and Reporting			
<i>Indicate setting/venue for the training activity</i>		<i>Indicate proposed provider of training activity</i>			
<input type="checkbox"/> Pre-Service (Trainee not yet employed by State agency)	<input checked="" type="checkbox"/>	In-house agency training staff			Specify
<input type="checkbox"/> Initial In-Service (Intensive training to prepare new employees)	<input type="checkbox"/>	Public university ----->			
<input checked="" type="checkbox"/> Continuing In-Service (On-going training for existing employees)	<input type="checkbox"/>	Private university ----->			
<input type="checkbox"/> Conference/workshop	<input type="checkbox"/>	Other ----->			
<i>Indicate duration category of the training activity</i>		<i>Specify approximate number of days or hours of training activity</i>			
<input checked="" type="checkbox"/> Short Term (Less than eight consecutive work weeks)	<input type="checkbox"/>	3	Days		
<input type="checkbox"/> Long Term (Eight or more consecutive work weeks)	<input type="checkbox"/>		Hours per day		
	<input type="checkbox"/>	18	Credit hours		
<i>Indicate the audience to receive training</i>					
<input type="checkbox"/> Staff of State/local agency administering the State Plan	<input type="checkbox"/>	Adoptive parents			
<input type="checkbox"/> Volunteers of State/local agency administering State Plan	<input type="checkbox"/>	Child caring agency staff			
<input type="checkbox"/> Persons preparing for employment with State/local agency	<input type="checkbox"/>	Child placement agency staff			Specify
<input type="checkbox"/> Foster parents	<input checked="" type="checkbox"/>	Other State agency staff (JJ, MH, DD, etc.)			
	<input checked="" type="checkbox"/>	Other community staff (medical, legal, police)			
<i>Costing method</i>		<i>Estimated total cost</i>			
<input type="checkbox"/> Unit cost per trainee (Tuition/books/supplies per trainee) or	<input type="checkbox"/>	Unit cost	\$0.00	No. Trainees	0
<input type="checkbox"/> Cost per class/training function	<input type="checkbox"/>	Estim. no. of trainees in class	90	Total Cost	\$40,000.00
<input checked="" type="checkbox"/> Other (specify)	<input type="checkbox"/>				
<i>Cost allocation methodology</i>					
Describe basis for allocating costs among benefiting programs & funding sources (including application of eligibility rates, where applicable)					
1. Training costs are part of overhead (such as supplies, printing, notebooks, etc.). 2. Direct training costs (such as travel of employees, trainers' salaries & Fringe benefits) go into a pool & are distributed according to IV-E/IV-B Penetration Rate.					
<i>Indicate all applicable funding sources</i>					
<input type="checkbox"/> IV-B-1 (CWS)	<input type="checkbox"/>	CAPTA			
<input type="checkbox"/> IV-B-2 (PSSF)	<input type="checkbox"/>	IV-E Chafee ILP			
<input type="checkbox"/> IV-E Foster Care	<input type="checkbox"/>	State only (mark only if other than non-Fed match)			
<input type="checkbox"/> IV-E Adoption	<input type="checkbox"/>	Other, Specify			
<input type="checkbox"/> TANF	<input type="checkbox"/>	Other, Specify			
<input type="checkbox"/> SSBG	<input checked="" type="checkbox"/>	Other, Specify - Children's Justice Grant			

"CHECKLIST" FOR ADDRESSING TRAINING ACTIVITIES/EVENTS UNDER THE TITLE IV-B PLAN

(This "checklist" should be used as a guide to ensure that all of the following information is provided in the Plan for each individual training activity planned to be held during the reporting period covered by this update)

Provide a one paragraph **brief** syllabus of the training activity

Children's Justice Funds will be used to provide two (2) to three (3) sessions of Family Violence Assessment & Intervention. This curriculum was offered for the first time in FY 2014 and will continue to be offered in FY 2017. Each of the 2-3 , two day training sessions will focus on providing basic information on the complex dynamics of Family Violence and a basic understanding of how domestic violence impacts children's lives & what that means for CPS intervention. The two day training is provided for to County Multidisciplinary Team members, Other State Agencies, DHR State Office Staff & County Staff.

Indicate which, **if any**, of the **specifically allowable** Title IV-E administrative functions this training activity addresses.

<input type="checkbox"/> IV-E Eligibility Determination or Redetermination	<input checked="" type="checkbox"/> Placement of Child
<input type="checkbox"/> Rate Setting	<input checked="" type="checkbox"/> Development and Maintenance of Case Plan
<input type="checkbox"/> Hearings and Appeals	<input type="checkbox"/> Case Management
<input type="checkbox"/> Referral to Services	<input type="checkbox"/> Recruitment/Licensing of Foster/Adoptive Homes and Institutions
<input type="checkbox"/> Preparation for and Participation in Judicial Determinations	<input type="checkbox"/> Data Collection and Reporting

Indicate setting/venue for the training activity

<input type="checkbox"/> Pre-Service (Trainee not yet employed by State agency)
<input type="checkbox"/> Initial In-Service (Intensive training to prepare new employees)
<input checked="" type="checkbox"/> Continuing In-Service (On-going training for existing employees)
<input type="checkbox"/> Conference/workshop

Indicate proposed provider of training activity

<input checked="" type="checkbox"/> In-house agency training staff	Specify
<input type="checkbox"/> Public university ----->	
<input type="checkbox"/> Private university ----->	
<input type="checkbox"/> Other ----->	

Indicate duration category of the training activity

<input checked="" type="checkbox"/> Short Term (Less than eight consecutive work weeks)
<input type="checkbox"/> Long Term (Eight or more consecutive work weeks)

Specify approximate number of days or hours of training activity

<input type="checkbox"/> 2 Days
<input checked="" type="checkbox"/> Hours per day 10
<input type="checkbox"/> Credit hours 8

Indicate the audience to receive training

<input type="checkbox"/> Staff of State/local agency administering the State Plan	<input type="checkbox"/> Adoptive parents
<input type="checkbox"/> Volunteers of State/local agency administering State Plan	<input type="checkbox"/> Child caring agency staff
<input type="checkbox"/> Persons preparing for employment with State/local agency	<input checked="" type="checkbox"/> Child placement agency staff
<input type="checkbox"/> Foster parents	<input checked="" type="checkbox"/> Other State agency staff (JJ, MH, DD, etc.)
	<input type="checkbox"/> Other community staff (medical, legal, police)

Specify
Multidisciplinary Teams
Medical, legal, LE

Costing method

	Unit cost per trainee (Tuition/books/supplies per trainee) or	Unit cost	\$0.00	No. Trainees	0	Total Cost	\$0.00
	Cost per class/training function	Estim. no. of trainees in class		90	Total Cost	\$40,000.00	
X	Other (specify)						

Estimated total cost

Cost allocation methodology

Describe basis for allocating costs among benefiting programs & funding sources (including application of eligibility rates, where applicable)

1. Training costs are part of overhead (such as supplies, printing, notebooks, etc.). 2. Direct training costs (such as travel of employees, trainers' salaries & Fringe benefits) go into a pool & are distributed according to IV-E/IV-B Penetration Rate.

Indicate all applicable funding sources

<input type="checkbox"/> IV-B-1 (CWS)	<input type="checkbox"/> CAPTA
<input type="checkbox"/> IV-B-2 (PSSF)	<input type="checkbox"/> IV-E Chafee ILP
<input type="checkbox"/> IV-E Foster Care	<input type="checkbox"/> State only (mark only if other than non-Fed match)
<input type="checkbox"/> IV-E Adoption	<input type="checkbox"/> Other, Specify Caseworker visit funds
<input type="checkbox"/> TANF	<input type="checkbox"/> Other, Specify
<input type="checkbox"/> SSBG	<input checked="" type="checkbox"/> Other, Spe Children's Justice Grant

"CHECKLIST" FOR ADDRESSING TRAINING ACTIVITIES/EVENTS UNDER THE TITLE IV-B PLAN

(This "checklist" should be used as a guide to ensure that all of the following information is provided in the Plan for each individual training activity planned to be held during the reporting period covered by this update)

Provide a one paragraph **brief** syllabus of the training activity

Association of Administrators on the Interstate Compact for the Placement of Children. Attendance at the conference by a staff member of the Alabama DHR, Family Services Division, Office of ICPC.

Indicate which, if any, of the **specifically allowable** Title IV-E administrative functions this training activity addresses.

<input type="checkbox"/>	IV-E Eligibility Determination or Redetermination	<input checked="" type="checkbox"/>	Placement of Child
<input type="checkbox"/>	Rate Setting	<input checked="" type="checkbox"/>	Development and Maintenance of Case Plan
<input type="checkbox"/>	Hearings and Appeals	<input checked="" type="checkbox"/>	Case Management
<input type="checkbox"/>	Referral to Services	<input checked="" type="checkbox"/>	Recruitment/Licensing of Foster/Adoptive Homes and Institutions
<input type="checkbox"/>	Preparation for and Participation in Judicial Determinations	<input checked="" type="checkbox"/>	Data Collection and Reporting

Indicate setting/venue for the training activity

Indicate proposed provider of training activity

<input type="checkbox"/>	Pre-Service (Trainee not yet employed by State agency)	<input type="checkbox"/>	In-house agency training staff	Specify
<input type="checkbox"/>	Initial In-Service (Intensive training to prepare new employees)	<input type="checkbox"/>	Public university ----->	
<input type="checkbox"/>	Continuing In-Service (On-going training for existing employees)	<input type="checkbox"/>	Private university ----->	
<input checked="" type="checkbox"/>	Conference/workshop	<input checked="" type="checkbox"/>	Other -Various as scheduled by conference planners.	

Indicate duration category of the training activity

Specify approximate number of days or hours of training activity

<input checked="" type="checkbox"/>	Short Term (Less than eight consecutive work weeks)	<input type="text" value="3"/>	Days
<input type="checkbox"/>	Long Term (Eight or more consecutive work weeks)	<input type="text"/>	Hours per day
		<input type="text"/>	Credit hours

Indicate the audience to receive training

<input checked="" type="checkbox"/>	Staff of State/local agency administering the State Plan	<input type="checkbox"/>	Adoptive parents	
<input type="checkbox"/>	Volunteers of State/local agency administering State Plan	<input type="checkbox"/>	Child caring agency staff	
<input type="checkbox"/>	Persons preparing for employment with State/local agency	<input type="checkbox"/>	Child placement agency staff	Specify
<input type="checkbox"/>	Foster parents	<input type="checkbox"/>	Other State agency staff (JJ, MH, DD, etc.)	
		<input type="checkbox"/>	Other community staff (medical, legal, police)	

Costing method

Estimated total cost

<input type="checkbox"/>	Unit cost per trainee (Tuition/books/supplies per trainee) or	Unit cost	\$0.00	No. Trainees	0	Total Cost	\$0.00
<input type="checkbox"/>	Cost per class/training function	Estim. no. of trainees in class			1	Total Cost	\$2,500.00
<input checked="" type="checkbox"/>	Other (specify)						

Cost allocation methodology

Describe basis for allocating costs among benefiting programs & funding sources (including application of eligibility rates, where applicable)

Indicate all applicable funding sources

<input type="checkbox"/>	IV-B-1 (CWS)	<input type="checkbox"/>	CAPTA
<input type="checkbox"/>	IV-B-2 (PSSF)	<input type="checkbox"/>	IV-E Chafee ILP
<input type="checkbox"/>	IV-E Foster Care	<input type="checkbox"/>	State only (mark only if other than non-Fed match)
<input type="checkbox"/>	IV-E Adoption	<input checked="" type="checkbox"/>	Other, Specify Adoption Incentive Funds
<input type="checkbox"/>	TANF	<input type="checkbox"/>	Other, Specify
<input type="checkbox"/>	SSBG	<input type="checkbox"/>	Other, Specify

"CHECKLIST" FOR ADDRESSING TRAINING ACTIVITIES/EVENTS UNDER THE TITLE IV-B PLAN

(This "checklist" should be used as a guide to ensure that all of the following information is provided in the Plan for each individual training activity planned to be held during the reporting period covered by this update)

Provide a one paragraph **brief** syllabus of the training activity

The Trained Therapist Network provides training to mental health professions that see families and children served by the Department. The training is coordinated by Children's Aid Society/ APAC. There are two sessions each year. One in four sites throughout the state and another in two sites.

Indicate which, if any, of the **specifically allowable** Title IV-E administrative functions this training activity addresses.

<input type="checkbox"/> IV-E Eligibility Determination or Redetermination	<input type="checkbox"/> Placement of Child
<input type="checkbox"/> Rate Setting	<input checked="" type="checkbox"/> Development and Maintenance of Case Plan
<input type="checkbox"/> Hearings and Appeals	<input checked="" type="checkbox"/> Case Management
<input checked="" type="checkbox"/> Referral to Services	<input type="checkbox"/> Recruitment/Licensing of Foster/Adoptive Homes and Institutions
<input type="checkbox"/> Preparation for and Participation in Judicial Determinations	<input type="checkbox"/> Data Collection and Reporting

Indicate setting/venue for the training activity

<input type="checkbox"/> Pre-Service (Trainee not yet employed by State agency)
<input type="checkbox"/> Initial In-Service (Intensive training to prepare new employees)
<input checked="" type="checkbox"/> Continuing In-Service (On-going training for existing employees)
<input checked="" type="checkbox"/> Conference/workshop

Indicate proposed provider of training activity

<input type="checkbox"/> In-house agency training staff	Specify
<input type="checkbox"/> Public university ----->	
<input type="checkbox"/> Private university ----->	
<input checked="" type="checkbox"/> Other -----Nationally and regionally known experts.	

Indicate duration category of the training activity

<input checked="" type="checkbox"/> Short Term (Less than eight consecutive work weeks)
<input type="checkbox"/> Long Term (Eight or more consecutive work weeks)

Specify approximate number of days or hours of training activity

<input type="checkbox"/> 1 Days
<input type="checkbox"/> Hours per day
<input type="checkbox"/> 6 Credit hours

Indicate the audience to receive training

<input checked="" type="checkbox"/> Staff of State/local agency administering the State Plan	<input checked="" type="checkbox"/> Adoptive parents
<input type="checkbox"/> Volunteers of State/local agency administering State Plan	<input checked="" type="checkbox"/> Child caring agency staff
<input checked="" type="checkbox"/> Persons preparing for employment with State/local agency	<input checked="" type="checkbox"/> Child placement agency staff
<input checked="" type="checkbox"/> Foster parents	<input checked="" type="checkbox"/> Other State agency staff (JJ, MH, DD, etc.)
	<input checked="" type="checkbox"/> Other community staff (medical, legal, police)

Costing method

<input type="checkbox"/> Unit cost per trainee (Tuition/books/supplies per trainee) or
<input type="checkbox"/> Cost per class/training function
<input checked="" type="checkbox"/> Other (specify)

Estimated total cost

Unit cost	\$0.00	No. Trainees	0	Total Cost	\$0.00
Estim. no. of trainees in class		850	Total Cost	\$56,855.00	

Cost allocation methodology

Describe basis for allocating costs among benefiting programs & funding sources (including application of eligibility rates, where applicable)

Costs listed above comes from budget for the 2015-2016 fiscal year combined with the cost for mileage and per diem paid from AIF

Indicate all applicable funding sources

<input type="checkbox"/> IV-B-1 (CWS)	<input type="checkbox"/> CAPTA
<input checked="" type="checkbox"/> IV-B-2 (PSSF)	<input type="checkbox"/> IV-E Chafee ILP
<input type="checkbox"/> IV-E Foster Care	<input type="checkbox"/> State only (mark only if other than non-Fed match)
<input type="checkbox"/> IV-E Adoption	<input checked="" type="checkbox"/> Other, Specify AIF
<input type="checkbox"/> TANF	<input type="checkbox"/> Other, Specify
<input type="checkbox"/> SSBG	<input type="checkbox"/> Other, Specify

"CHECKLIST" FOR ADDRESSING TRAINING ACTIVITIES/EVENTS UNDER THE TITLE IV-B PLAN

(This "checklist" should be used as a guide to ensure that all of the following information is provided in the Plan for each individual training activity planned to be held during the reporting period covered by this update)

Provide a one paragraph **brief** syllabus of the training activity

DHR has a contract with Children's Aid Society, Alabama Post Adoption Connections (APAC) and as a part of that contract, APAC sponsors specialized training events, - these are provided on demand, really a component of the outreach and Information & Referral services spelled out in the contract. No funds are used for mileage or per diem; however, the APAC contract that funds the salary, rent, office supplies is funded with Federal dollars, so we included a checklist on it.

Indicate which, **if any**, of the **specifically allowable** Title IV-E administrative functions this training activity addresses.

<input type="checkbox"/> IV-E Eligibility Determination or Redetermination	<input type="checkbox"/> Placement of Child
<input type="checkbox"/> Rate Setting	<input type="checkbox"/> Development and Maintenance of Case Plan
<input type="checkbox"/> Hearings and Appeals	<input checked="" type="checkbox"/> Case Management
<input type="checkbox"/> Referral to Services	<input type="checkbox"/> Recruitment/Licensing of Foster/Adoptive Homes and Institutions
<input type="checkbox"/> Preparation for and Participation in Judicial Determinations	<input type="checkbox"/> Data Collection and Reporting

Indicate setting/venue for the training activity

Indicate proposed provider of training activity

<input type="checkbox"/> Pre-Service (Trainee not yet employed by State agency)	<input type="checkbox"/> In-house agency training staff	Specify
<input type="checkbox"/> Initial In-Service (Intensive training to prepare new employees)	<input type="checkbox"/> Public university ----->	
<input type="checkbox"/> Continuing In-Service (On-going training for existing employees)	<input type="checkbox"/> Private university ----->	
<input checked="" type="checkbox"/> Conference/workshop	<input checked="" type="checkbox"/> Other APAC staff and others as arranged by APAC	

Indicate duration category of the training activity

Specify approximate number of days or hours of training activity

<input checked="" type="checkbox"/> Short Term (Less than eight consecutive work weeks)	<input checked="" type="checkbox"/> Days - the number of days and/or hours varies per event
<input type="checkbox"/> Long Term (Eight or more consecutive work weeks)	<input type="checkbox"/> Hours per day
	<input type="checkbox"/> Credit hours

Indicate the audience to receive training

<input checked="" type="checkbox"/> Staff of State/local agency administering the State Plan	<input checked="" type="checkbox"/> Adoptive parents
<input type="checkbox"/> Volunteers of State/local agency administering State Plan	<input type="checkbox"/> Child caring agency staff
<input type="checkbox"/> Persons preparing for employment with State/local agency	<input type="checkbox"/> Child placement agency staff
<input checked="" type="checkbox"/> Foster parents	<input type="checkbox"/> Other State agency staff (JJ, MH, DD, etc.)
	<input type="checkbox"/> Other community staff (medical, legal, police)

Costing method

Estimated total cost

<input type="checkbox"/> Unit cost per trainee (Tuition/books/supplies per trainee) or	Unit cost	\$0.00	No. Trainees	0	Total Cost	\$0.00
<input type="checkbox"/> Cost per class/training function	Estim. no. of trainees in class		1912	Total Cost	\$21,250.00	
<input checked="" type="checkbox"/> Other (specify)						

Cost allocation methodology

Describe basis for allocating costs among benefiting programs & funding sources (including application of eligibility rates, where applicable)

Costs are taken from the budget attached to the 2015-2016 renewal contract with Children's Aid Society/APAC.

Indicate all applicable funding sources

<input type="checkbox"/> IV-B-1 (CWS)	<input type="checkbox"/> CAPTA
<input checked="" type="checkbox"/> IV-B-2 (PSSF)	<input type="checkbox"/> IV-E Chafee ILP
<input type="checkbox"/> IV-E Foster Care	<input type="checkbox"/> State only (mark only if other than non-Fed match)
<input type="checkbox"/> IV-E Adoption	<input checked="" type="checkbox"/> Other, Specify Adoption Incentive Funds
<input type="checkbox"/> TANF	<input type="checkbox"/> Other, Specify
<input type="checkbox"/> SSBG	<input type="checkbox"/> Other, Specify

"CHECKLIST" FOR ADDRESSING TRAINING ACTIVITIES/EVENTS UNDER THE TITLE IV-B PLAN

(This "checklist" should be used as a guide to ensure that all of the following information is provided in the Plan for each individual training activity planned to be held during the reporting period covered by this update)

Provide a one paragraph **brief** syllabus of the training activity

2017 Permanency Conference will once again be coordinated through a contract with Children's Aid Society's APAC program.

Indicate which, **if any**, of the **specifically allowable** Title IV-E administrative functions this training activity addresses.

<input type="checkbox"/> IV-E Eligibility Determination or Redetermination	<input checked="" type="checkbox"/> Placement of Child
<input type="checkbox"/> Rate Setting	<input checked="" type="checkbox"/> Development and Maintenance of Case Plan
<input type="checkbox"/> Hearings and Appeals	<input checked="" type="checkbox"/> Case Management
<input type="checkbox"/> Referral to Services	<input type="checkbox"/> Recruitment/Licensing of Foster/Adoptive Homes and Institutions
<input checked="" type="checkbox"/> Preparation for and Participation in Judicial Determinations	<input type="checkbox"/> Data Collection and Reporting

Indicate setting/venue for the training activity

<input type="checkbox"/> Pre-Service (Trainee not yet employed by State agency)
<input type="checkbox"/> Initial In-Service (Intensive training to prepare new employees)
<input type="checkbox"/> Continuing In-Service (On-going training for existing employees)
<input checked="" type="checkbox"/> Conference/workshop

Indicate proposed provider of training activity

<input checked="" type="checkbox"/> In-house agency training staff	Specify
<input type="checkbox"/> Public university ----->	
<input type="checkbox"/> Private university ----->	
<input type="checkbox"/> Other ----->	

Indicate duration category of the training activity

<input checked="" type="checkbox"/> Short Term (Less than eight consecutive work weeks)
<input type="checkbox"/> Long Term (Eight or more consecutive work weeks)

Specify approximate number of days or hours of training activity

<input type="checkbox"/> Days
<input type="checkbox"/> Hours per day
<input type="checkbox"/> Credit hours

Indicate the audience to receive training

<input checked="" type="checkbox"/> Staff of State/local agency administering the State Plan	<input type="checkbox"/> Adoptive parents
<input type="checkbox"/> Volunteers of State/local agency administering State Plan	<input type="checkbox"/> Child caring agency staff
<input type="checkbox"/> Persons preparing for employment with State/local agency	<input type="checkbox"/> Child placement agency staff
<input type="checkbox"/> Foster parents	<input type="checkbox"/> Other State agency staff (JJ, MH, DD, etc.)
	<input type="checkbox"/> Other community staff (medical, legal, police)

Costing method

<input type="checkbox"/> Unit cost per trainee (Tuition/books/supplies per trainee) or	Unit cost	\$0.00	No. Trainees	0	Total Cost	\$0.00
<input type="checkbox"/> Cost per class/training function	Estim. no. of trainees in class		200	Total Cost	\$95,000.00	
<input checked="" type="checkbox"/> Other (specify)						

Estimated total cost

Cost allocation methodology

Describe basis for allocating costs among benefiting programs & funding sources (including application of eligibility rates, where applicable)

Costs are taken from the approved revised budget for the 2015-2016 APAC Contract

Indicate all applicable funding sources

<input type="checkbox"/> IV-B-1 (CWS)	<input type="checkbox"/> CAPTA
<input checked="" type="checkbox"/> IV-B-2 (PSSF)	<input type="checkbox"/> IV-E Chafee ILP
<input type="checkbox"/> IV-E Foster Care	<input type="checkbox"/> State only (mark only if other than non-Fed match)
<input type="checkbox"/> IV-E Adoption	<input checked="" type="checkbox"/> Other, Specify: Adoption Incentive
<input type="checkbox"/> TANF	<input type="checkbox"/> Other, Specify
<input type="checkbox"/> SSBG	<input type="checkbox"/> Other, Specify

"CHECKLIST" FOR ADDRESSING TRAINING ACTIVITIES/EVENTS UNDER THE TITLE IV-B PLAN

(This "checklist" should be used as a guide to ensure that all of the following information is provided in the Plan for each individual training activity planned to be held during the reporting period covered by this update)

Provide a one paragraph brief syllabus of the training activity																	
<p>The Annual National Independent Living Conference sponsored by the Daniel Memorial Foundation is for Youth- and the adults who serve them. Each year up to 115 youth and adults attend. It is a training opportunity for both foster youth and social workers and staff who serve them to receive training from nationally know speakers and trainers in locales across the country and to network with foster youth from across the country.</p>																	
Indicate which, if any , of the specifically allowable Title IV-E administrative functions this training activity addresses.																	
<input type="checkbox"/> IV-E Eligibility Determination or Redetermination <input type="checkbox"/> Rate Setting <input type="checkbox"/> Hearings and Appeals <input checked="" type="checkbox"/> Referral to Services <input type="checkbox"/> Preparation for and Participation in Judicial Determinations	<input checked="" type="checkbox"/> Placement of Child <input checked="" type="checkbox"/> Development and Maintenance of Case Plan <input checked="" type="checkbox"/> Case Management <input type="checkbox"/> Recruitment/Licensing of Foster/Adoptive Homes and Institutions <input type="checkbox"/> Data Collection and Reporting																
Indicate setting/venue for the training activity			Indicate proposed provider of training activity														
<input type="checkbox"/> Pre-Service (Trainee not yet employed by State agency) <input type="checkbox"/> Initial In-Service (Intensive training to prepare new employees) <input type="checkbox"/> Continuing In-Service (On-going training for existing employees) <input checked="" type="checkbox"/> Conference/workshop			<input type="checkbox"/> In-house agency training staff <input type="checkbox"/> Public university -----> <input type="checkbox"/> Private university -----> <input type="checkbox"/> Other ----->														
Indicate duration category of the training activity			Specify approximate number of days or hours of training activity														
<input checked="" type="checkbox"/> Short Term (Less than eight consecutive work weeks) <input type="checkbox"/> Long Term (Eight or more consecutive work weeks)			<input type="checkbox"/> 4 Days <input type="checkbox"/> 8 Hours per day <input type="checkbox"/> Credit hours														
Indicate the audience to receive training																	
<input checked="" type="checkbox"/> Staff of State/local agency administering the State Plan <input type="checkbox"/> Volunteers of State/local agency administering State Plan <input type="checkbox"/> Persons preparing for employment with State/local agency <input type="checkbox"/> Foster parents <input checked="" type="checkbox"/> Foster Youth			<input type="checkbox"/> Adoptive parents <input type="checkbox"/> Child caring agency staff <input type="checkbox"/> Child placement agency staff <input type="checkbox"/> Other State agency staff (JJ, MH, DD, etc.) <input type="checkbox"/> Other community staff (medical, legal, police)														
Costing method			Estimated total cost														
<input type="checkbox"/> Unit cost per trainee (Tuition/books/supplies per trainee) or <input type="checkbox"/> Cost per class/training function <input checked="" type="checkbox"/> Other (specify)			<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">Unit cost</td> <td style="width: 15%;">\$0.00</td> <td style="width: 15%;">No. Trainees</td> <td style="width: 15%;"></td> <td style="width: 15%;">Total Cost</td> <td style="width: 15%;">\$0.00</td> </tr> <tr> <td></td> <td></td> <td>Estim. no. of trainees in class</td> <td>115</td> <td>Total Cost</td> <td>\$193,000</td> </tr> </table>			Unit cost	\$0.00	No. Trainees		Total Cost	\$0.00			Estim. no. of trainees in class	115	Total Cost	\$193,000
Unit cost	\$0.00	No. Trainees		Total Cost	\$0.00												
		Estim. no. of trainees in class	115	Total Cost	\$193,000												
Cost allocation methodology																	
<p>Describe basis for allocating costs among benefiting programs & funding sources (including application of eligibility rates, where applicable)</p> <p>The funds are allocated based on a per person cost for travel, registration, lodging and food.</p>																	
Indicate all applicable funding sources																	
<input type="checkbox"/> IV-B-1 (CWS) <input type="checkbox"/> IV-B-2 (PSSF) <input type="checkbox"/> IV-E Foster Care <input type="checkbox"/> IV-E Adoption <input type="checkbox"/> TANF <input type="checkbox"/> SSBG			<input type="checkbox"/> CAPTA <input checked="" type="checkbox"/> IV-E Chafee ILP <input type="checkbox"/> State only (mark only if other than non-Fed match) <input type="checkbox"/> Other, Specify <input type="checkbox"/> Other, Specify <input type="checkbox"/> Other, Specify														

"CHECKLIST" FOR ADDRESSING TRAINING ACTIVITIES/EVENTS UNDER THE TITLE IV-B PLAN

(This "checklist" should be used as a guide to ensure that all of the following information is provided in the Plan for each individual training activity planned to be held during the reporting period covered by this update)

Provide a one paragraph brief syllabus of the training activity					
There are two ILP Conference-Style camps held each summer to provide training and education to ILP foster youth. The first camp for 14-16 year old foster youth and a second for 17-20 year old foster youth. The camps will be held at Shocco Springs. in Talledega, Alabama. Young people receive training and education regarding health, Medicaid, educational goal setting, NYTD, team building, working with adults, permanent connections, etc. in a camp setting.					
Indicate which, if any, of the specifically allowable Title IV-E administrative functions this training activity addresses.					
<input type="checkbox"/> IV-E Eligibility Determination or Redetermination <input type="checkbox"/> Rate Setting <input type="checkbox"/> Hearings and Appeals <input type="checkbox"/> Referral to Services <input type="checkbox"/> Preparation for and Participation in Judicial Determinations	<input type="checkbox"/> Placement of Child <input checked="" type="checkbox"/> Development and Maintenance of Case Plan <input type="checkbox"/> Case Management <input type="checkbox"/> Recruitment/Licensing of Foster/Adoptive Homes and Institutions <input type="checkbox"/> Data Collection and Reporting				
Indicate setting/venue for the training activity			Indicate proposed provider of training activity		
<input type="checkbox"/> Pre-Service (Trainee not yet employed by State agency) <input type="checkbox"/> Initial In-Service (Intensive training to prepare new employees) <input type="checkbox"/> Continuing In-Service (On-going training for existing employees) <input checked="" type="checkbox"/> Conference/workshop	<input type="checkbox"/> In-house agency training staff <input type="checkbox"/> Public university -----> <input type="checkbox"/> Private university -----> <input checked="" type="checkbox"/> Other: Children's Aid Society	Specify			
Indicate duration category of the training activity			Specify approximate number of days or hours of training activity		
<input checked="" type="checkbox"/> Short Term (Less than eight consecutive work weeks) <input type="checkbox"/> Long Term (Eight or more consecutive work weeks)	<input type="checkbox"/> 3 Days <input type="checkbox"/> 8 Hours per day <input type="checkbox"/> Credit hours				
Indicate the audience to receive training					
<input type="checkbox"/> Staff of State/local agency administering the State Plan <input type="checkbox"/> Volunteers of State/local agency administering State Plan <input type="checkbox"/> Persons preparing for employment with State/local agency <input type="checkbox"/> Foster parents <input checked="" type="checkbox"/> Foster Youth	<input type="checkbox"/> Adoptive parents <input type="checkbox"/> Child caring agency staff <input type="checkbox"/> Child placement agency staff <input type="checkbox"/> Other State agency staff (JJ, MH, DD, etc.) <input type="checkbox"/> Other community staff (medical, legal, police)	Specify			
Costing method			Estimated total cost		
<input type="checkbox"/> Unit cost per trainee (Tuition/books/supplies per trainee) or <input type="checkbox"/> Cost per class/training function <input checked="" type="checkbox"/> Other (specify)	Unit cost \$0.00 No. Trainees Estim. no. of trainees in class 150 Total Cost \$107,000.00				
Cost allocation methodology					
Describe basis for allocating costs among benefiting programs & funding sources (including application of eligibility rates, where applicable) <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> Funds are provided through a contract with Children's Aid Society. </div>					
Indicate all applicable funding sources					
<input type="checkbox"/> IV-B-1 (CWS) <input type="checkbox"/> IV-B-2 (PSSF) <input type="checkbox"/> IV-E Foster Care <input type="checkbox"/> IV-E Adoption <input type="checkbox"/> TANF <input type="checkbox"/> SSBG	<input type="checkbox"/> CAPTA <input checked="" type="checkbox"/> IV-E Chafee ILP <input type="checkbox"/> State only (mark only if other than non-Fed match) <input type="checkbox"/> Other, Specify <input type="checkbox"/> Other, Specify <input type="checkbox"/> Other, Specify				

"CHECKLIST" FOR ADDRESSING TRAINING ACTIVITIES/EVENTS UNDER THE TITLE IV-B PLAN

(This "checklist" should be used as a guide to ensure that all of the following information is provided in the Plan for each individual training activity planned to be held during the reporting period covered by this update)

Provide a one paragraph **brief** syllabus of the training activity

The Annual youth Leadership Training is scheduled each year to provide Leadership training to the State's DREAM Ambassadors, DREAM Council Leaders and Youth Advisory Council Leaders from across the state. It is designed to provide direct leadership training to our Youth focusing on working with Judges, Legislators, social workers and administrators to promote youth advocacy. Professional trainings provide instruction in team building, public speaking, and branding.

Indicate which, if any, of the **specifically allowable** Title IV-E administrative functions this training activity addresses.

<input type="checkbox"/> IV-E Eligibility Determination or Redetermination	<input type="checkbox"/> Placement of Child
<input type="checkbox"/> Rate Setting	<input checked="" type="checkbox"/> Development and Maintenance of Case Plan
<input type="checkbox"/> Hearings and Appeals	<input type="checkbox"/> Case Management
<input type="checkbox"/> Referral to Services	<input type="checkbox"/> Recruitment/Licensing of Foster/Adoptive Homes and Institutions
<input type="checkbox"/> Preparation for and Participation in Judicial Determinations	<input type="checkbox"/> Data Collection and Reporting

Indicate setting/venue for the training activity

Indicate proposed provider of training activity

<input type="checkbox"/> Pre-Service (Trainee not yet employed by State agency)	<input type="checkbox"/> In-house agency training staff	Specify
<input type="checkbox"/> Initial In-Service (Intensive training to prepare new employees)	<input type="checkbox"/> Public university ----->	
<input type="checkbox"/> Continuing In-Service (On-going training for existing employees)	<input type="checkbox"/> Private university ----->	
<input checked="" type="checkbox"/> Conference/workshop	<input checked="" type="checkbox"/> Other: Children's Aid Society	

Indicate duration category of the training activity

Specify approximate number of days or hours of training activity

<input checked="" type="checkbox"/> Short Term (Less than eight consecutive work weeks)	<input type="checkbox"/> 3 Days
<input type="checkbox"/> Long Term (Eight or more consecutive work weeks)	<input type="checkbox"/> 10 Hours per day
	<input type="checkbox"/> Credit hours

Indicate the audience to receive training

<input type="checkbox"/>	Staff of State/local agency administering the State Plan	<input type="checkbox"/>	Adoptive parents	
<input type="checkbox"/>	Volunteers of State/local agency administering State Plan	<input type="checkbox"/>	Child caring agency staff	
<input type="checkbox"/>	Persons preparing for employment with State/local agency	<input type="checkbox"/>	Child placement agency staff	Specify
<input type="checkbox"/>	Foster parents	<input type="checkbox"/>	Other State agency staff (JJ, MH, DD, etc.)	
X	Foster Youth	<input type="checkbox"/>	Other community staff (medical, legal, police)	

Costing method

Estimated total cost

<input type="checkbox"/> Unit cost per trainee (Tuition/books/supplies per trainee) or	Unit cost	\$0.00	No. Trainees	0	Total Cost	\$0.00
<input type="checkbox"/> Cost per class/training function	Estim. no. of trainees in class		75	Total Cost	\$28,500.00	
<input checked="" type="checkbox"/> Other (specify)						

Cost allocation methodology

Describe basis for allocating costs among benefiting programs & funding sources (including application of eligibility rates, where applicable)

Funds are allocated through our contract with Children's Aid Society.

Indicate all applicable funding sources

<input type="checkbox"/> IV-B-1 (CWS)	<input type="checkbox"/> CAPTA
<input type="checkbox"/> IV-B-2 (PSSF)	<input checked="" type="checkbox"/> IV-E Chafee ILP
<input type="checkbox"/> IV-E Foster Care	<input type="checkbox"/> State only (mark only if other than non-Fed match)
<input type="checkbox"/> IV-E Adoption	<input type="checkbox"/> Other, Specify
<input type="checkbox"/> TANF	<input type="checkbox"/> Other, Specify
<input type="checkbox"/> SSBG	<input type="checkbox"/> Other, Specify

"CHECKLIST" FOR ADDRESSING TRAINING ACTIVITIES/EVENTS UNDER THE TITLE IV-B PLAN

(This "checklist" should be used as a guide to ensure that all of the following information is provided in the Plan for each individual training activity planned to be held during the reporting period covered by this update)

Provide a one paragraph brief syllabus of the training activity						
ILP DREAM Council Meetings are held each second Saturday of the month at DHR County offices across the State 9 months each year. As a part of continued Leadership Training for DREAM Ambassador, every alternating month, 25 Youth Leaders travel to the designated county on the Friday evening, and conduct a business meeting from 6pm-10p, in preparation for the following days meeting. Youth train their peers with regard to NYTD, Sexual Safety, Law Enforcement/Law Awareness, Self Advocacy, How to Navigate the Court system, Dream Building, Leadership, Sex Trafficking, Civil Rights Education, Youth Leadership with the Poarch Creek Band of Indians. Service projects are also conducted monthly by the DREAM Ambassadors.						
Indicate which, if any, of the specifically allowable Title IV-E administrative functions this training activity addresses.						
<input type="checkbox"/>	IV-E Eligibility Determination or Redetermination	<input type="checkbox"/>	Placement of Child			
<input type="checkbox"/>	Rate Setting	<input type="checkbox"/>	Development and Maintenance of Case Plan			
<input type="checkbox"/>	Hearings and Appeals	<input type="checkbox"/>	Case Management			
<input type="checkbox"/>	Referral to Services	<input type="checkbox"/>	Recruitment/Licensing of Foster/Adoptive Homes and Institutions			
<input type="checkbox"/>	Preparation for and Participation in Judicial Determinations	<input type="checkbox"/>	Data Collection and Reporting			
Indicate setting/venue for the training activity			Indicate proposed provider of training activity			
<input type="checkbox"/>	Pre-Service (Trainee not yet employed by State agency)	<input type="checkbox"/>	In-house agency training staff Specify			
<input type="checkbox"/>	Initial In-Service (Intensive training to prepare new employees)	<input type="checkbox"/>	Public university ----->			
<input type="checkbox"/>	Continuing In-Service (On-going training for existing employees)	<input type="checkbox"/>	Private university ----->			
<input checked="" type="checkbox"/>	Conference/workshop	<input type="checkbox"/>	Other ----->			
Indicate duration category of the training activity			Specify approximate number of days or hours of training activity			
<input checked="" type="checkbox"/>	Short Term (Less than eight consecutive work weeks)	<input type="checkbox"/>	9 Days			
<input type="checkbox"/>	Long Term (Eight or more consecutive work weeks)	<input type="checkbox"/>	4 Hours per day			
		<input type="checkbox"/>	Credit hours			
Indicate the audience to receive training						
<input checked="" type="checkbox"/>	Staff of State/local agency administering the State Plan	<input type="checkbox"/>	Adoptive parents			
<input checked="" type="checkbox"/>	Volunteers of State/local agency administering State Plan	<input type="checkbox"/>	Child caring agency staff			
<input type="checkbox"/>	Persons preparing for employment with State/local agency	<input type="checkbox"/>	Child placement agency staff Specify			
<input checked="" type="checkbox"/>	Foster parents	<input type="checkbox"/>	Other State agency staff (JJ, MH, DD, etc.)			
		<input checked="" type="checkbox"/>	Other community staff (medical, legal, police) Foster Youth			
Costing method			Estimated total cost			
<input type="checkbox"/>	Unit cost per trainee (Tuition/books/supplies per trainee) or	<input type="checkbox"/>	Unit cost	\$0.00	No. Trainees	Total Cost
<input type="checkbox"/>	Cost per class/training function	<input type="checkbox"/>	Estim. no. of trainees in class	50-75	Total Cost	\$12,000.00
<input type="checkbox"/>	Other (specify)					
Cost allocation methodology						
Describe basis for allocating costs among benefiting programs & funding sources (including application of eligibility rates, where applicable) The funds are allocated through a contract with Children's Aid society						
Indicate all applicable funding sources						
<input type="checkbox"/>	IV-B-1 (CWS)	<input type="checkbox"/>	CAPTA			
<input type="checkbox"/>	IV-B-2 (PSSF)	<input checked="" type="checkbox"/>	IV-E Chafee ILP			
<input type="checkbox"/>	IV-E Foster Care	<input type="checkbox"/>	State only (mark only if other than non-Fed match)			
<input type="checkbox"/>	IV-E Adoption	<input type="checkbox"/>	Other, Specify			
<input type="checkbox"/>	TANF	<input type="checkbox"/>	Other, Specify			
<input type="checkbox"/>	SSBG	<input type="checkbox"/>	Other, Specify			

"CHECKLIST" FOR ADDRESSING TRAINING ACTIVITIES/EVENTS UNDER THE TITLE IV-B PLAN

(This "checklist" should be used as a guide to ensure that all of the following information is provided in the Plan for each individual training activity planned to be held during the reporting period covered by this update)

Provide a one paragraph brief syllabus of the training activity					
The annual ILP Networking Conference convenes 100 county ILP coordinators and staff working with ILP Youth and up to 50 providers across the state. Attendees are provided training regarding NYTD, Sex Trafficking, Permanent Connections, Transition Planning, Permanency Roundtables, Psychotropic Medication, Medicaid to 26., Team Building with surrounding counties and providers.					
Indicate which, if any, of the specifically allowable Title IV-E administrative functions this training activity addresses.					
<input type="checkbox"/>	IV-E Eligibility Determination or Redetermination	<input type="checkbox"/>	Placement of Child		
<input type="checkbox"/>	Rate Setting	<input checked="" type="checkbox"/>	Development and Maintenance of Case Plan		
<input type="checkbox"/>	Hearings and Appeals	<input type="checkbox"/>	Case Management		
<input checked="" type="checkbox"/>	Referral to Services	<input type="checkbox"/>	Recruitment/Licensing of Foster/Adoptive Homes and Institutions		
<input type="checkbox"/>	Preparation for and Participation in Judicial Determinations	<input type="checkbox"/>	Data Collection and Reporting		
Indicate setting/venue for the training activity			Indicate proposed provider of training activity		
<input type="checkbox"/>	Pre-Service (Trainee not yet employed by State agency)	<input type="checkbox"/>	In-house agency training staff Specify		
<input type="checkbox"/>	Initial In-Service (Intensive training to prepare new employees)	<input type="checkbox"/>	Public university ----->		
<input type="checkbox"/>	Continuing In-Service (On-going training for existing employees)	<input type="checkbox"/>	Private university ----->		
<input checked="" type="checkbox"/>	Conference/workshop	<input checked="" type="checkbox"/>	Other: Children's Aid Society		
Indicate duration category of the training activity			Specify approximate number of days or hours of training activity		
<input checked="" type="checkbox"/>	Short Term (Less than eight consecutive work weeks)	<input type="text" value="3"/>	Days		
<input type="checkbox"/>	Long Term (Eight or more consecutive work weeks)	<input type="text" value="6"/>	Hours per day		
		<input type="text"/>	Credit hours		
Indicate the audience to receive training					
<input checked="" type="checkbox"/>	Staff of State/local agency administering the State Plan	<input type="checkbox"/>	Adoptive parents		
<input checked="" type="checkbox"/>	Volunteers of State/local agency administering State Plan	<input checked="" type="checkbox"/>	Child caring agency staff		
<input type="checkbox"/>	Persons preparing for employment with State/local agency	<input checked="" type="checkbox"/>	Child placement agency staff Specify		
<input checked="" type="checkbox"/>	Foster parents	<input checked="" type="checkbox"/>	Other State agency staff (JJ, MH, DD, etc.)		
		<input type="checkbox"/>	Other community staff (medical, legal, police) Foster Youth		
Costing method			Estimated total cost		
<input type="checkbox"/>	Unit cost per trainee (Tuition/books/supplies per trainee) or	Unit cost	\$0.00	No. Trainees	Total Cost
<input type="checkbox"/>	Cost per class/training function	Estim. no. of trainees in class	150	Total Cost	\$42,000.00
<input checked="" type="checkbox"/>	Other (specify) - Community providers attend the training for a nominal fee.				
Cost allocation methodology					
Describe basis for allocating costs among benefiting programs & funding sources (including application of eligibility rates, where applicable) The funds are allocated through a contract with Children's Aid society					
Indicate all applicable funding sources					
<input type="checkbox"/>	IV-B-1 (CWS)	<input type="checkbox"/>	CAPTA		
<input type="checkbox"/>	IV-B-2 (PSSF)	<input checked="" type="checkbox"/>	IV-E Chafee ILP		
<input type="checkbox"/>	IV-E Foster Care	<input type="checkbox"/>	State only (mark only if other than non-Fed match)		
<input type="checkbox"/>	IV-E Adoption	<input type="checkbox"/>	Other, Specify		
<input type="checkbox"/>	TANF	<input type="checkbox"/>	Other, Specify		
<input type="checkbox"/>	SSBG	<input type="checkbox"/>	Other, Specify		

NOTE: The State Quality Assurance/County Quality Assurance Coordination meeting shown below, did not take place in FY 2015. However, it did occur in FY16 and is planned for FY17. Therefore it remains in the Training Plan.

(This "checklist" should be used as a guide to ensure that all of the following information is provided in the Plan for each individual training activity planned to be held during the reporting period covered by this update)																	
Provide a one paragraph brief syllabus of the training activity																	
State Quality Assurance/County Quality Assurance Coordination Meeting is an annual meeting to bring together county QA coordinators and chairpersons with State Quality Assurance Committee members for training and exchange of information regarding the continual assessment , monitoring and improvement of child welfare practice.																	
Indicate which, if any, of the specifically allowable Title IV-E administrative functions this training activity addresses.																	
<input type="checkbox"/> IV-E Eligibility Determination or Redetermination <input type="checkbox"/> Rate Setting <input type="checkbox"/> Hearings and Appeals <input type="checkbox"/> Referral to Services <input type="checkbox"/> Preparation for and Participation in Judicial Determinations	<input type="checkbox"/> Placement of Child <input type="checkbox"/> Development and Maintenance of Case Plan <input checked="" type="checkbox"/> Case Management <input type="checkbox"/> Recruitment/Licensing of Foster/Adoptive Homes and Institutions <input type="checkbox"/> Data Collection and Reporting																
Indicate setting/venue for the training activity			Indicate proposed provider of training activity														
<input type="checkbox"/> Pre-Service (Trainee not yet employed by State agency) <input type="checkbox"/> Initial In-Service (Intensive training to prepare new employees) <input type="checkbox"/> Continuing In-Service (On-going training for existing employees) <input checked="" type="checkbox"/> Conference/workshop			<input checked="" type="checkbox"/> In-house agency training staff <input type="checkbox"/> Public university -----> Specify <input type="checkbox"/> Private university -----> <input type="checkbox"/> Other ----->														
Indicate duration category of the training activity			Specify approximate number of days or hours of training activity														
<input checked="" type="checkbox"/> Short Term (Less than eight consecutive work weeks) <input type="checkbox"/> Long Term (Eight or more consecutive work weeks)			<input type="checkbox"/> 1 Days <input type="checkbox"/> Hours per day <input type="checkbox"/> Credit hours														
Indicate the audience to receive training																	
<input checked="" type="checkbox"/> Staff of State/local agency administering the State Plan <input checked="" type="checkbox"/> Volunteers of State/local agency administering State Plan <input type="checkbox"/> Persons preparing for employment with State/local agency <input type="checkbox"/> Foster parents			<input type="checkbox"/> Adoptive parents <input type="checkbox"/> Child caring agency staff <input type="checkbox"/> Child placement agency staff <input type="checkbox"/> Other State agency staff (JJ, MH, DD, etc.) Specify <input type="checkbox"/> Other community staff (medical, legal, police)														
Costing method			Estimated total cost														
<input type="checkbox"/> Unit cost per trainee (Tuition/books/supplies per trainee) or <input type="checkbox"/> Cost per class/training function <input checked="" type="checkbox"/> Other (specify) SEE BELOW			<table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <tr> <td style="width: 15%;">Unit cost</td> <td style="width: 15%;">\$0.00</td> <td style="width: 15%;">No. Trainees</td> <td style="width: 15%;">0</td> <td style="width: 15%;">Total Cost</td> <td style="width: 15%;">\$0.00</td> </tr> <tr> <td>Estim. no. of trainees in class</td> <td></td> <td></td> <td>150</td> <td>Total Cost</td> <td>\$10,000.00</td> </tr> </table>			Unit cost	\$0.00	No. Trainees	0	Total Cost	\$0.00	Estim. no. of trainees in class			150	Total Cost	\$10,000.00
Unit cost	\$0.00	No. Trainees	0	Total Cost	\$0.00												
Estim. no. of trainees in class			150	Total Cost	\$10,000.00												
Cost allocation methodology																	
Describe basis for allocating costs among benefiting programs & funding sources (including application of eligibility rates, where applicable) 1. Training costs are part of overhead (such as supplies, printing, notebooks, etc.). 2. Employees use their own Program Effort Codes to cost out their training. Approximately half will be service workers whose cost is																	
Indicate all applicable funding sources																	
<input type="checkbox"/> IV-B-1 (CWS) <input type="checkbox"/> IV-B-2 (PSSF) <input type="checkbox"/> IV-E Foster Care <input type="checkbox"/> IV-E Adoption <input type="checkbox"/> TANF <input type="checkbox"/> SSBG			<input type="checkbox"/> CAPTA <input type="checkbox"/> IV-E Chafee ILP <input type="checkbox"/> State only (mark only if other than non-Fed match) <input checked="" type="checkbox"/> Other, Specify Federal Casework Visit <input type="checkbox"/> Other, Specify <input type="checkbox"/> Other, Specify														

"CHECKLIST" FOR ADDRESSING TRAINING ACTIVITIES/EVENTS UNDER THE TITLE IV-B PLAN

(This "checklist" should be used as a guide to ensure that all of the following information is provided in the Plan for each individual training activity planned to be held during the reporting period covered by this update)

Provide a one paragraph **brief** syllabus of the training activity

Adjunct Reviewer Training is provided to staff who will be completing Quality Service Reviews to ensure there is a uniform and consistent training process as required.

Indicate which, **if any**, of the **specifically allowable** Title IV-E administrative functions this training activity addresses.

<input type="checkbox"/> IV-E Eligibility Determination or Redetermination	<input type="checkbox"/> Placement of Child
<input type="checkbox"/> Rate Setting	<input checked="" type="checkbox"/> Development and Maintenance of Case Plan
<input type="checkbox"/> Hearings and Appeals	<input checked="" type="checkbox"/> Case Management
<input type="checkbox"/> Referral to Services	<input type="checkbox"/> Recruitment/Licensing of Foster/Adoptive Homes and Institutions
<input type="checkbox"/> Preparation for and Participation in Judicial Determinations	<input type="checkbox"/> Data Collection and Reporting

Indicate setting/venue for the training activity

<input type="checkbox"/> Pre-Service (Trainee not yet employed by State agency)
<input type="checkbox"/> Initial In-Service (Intensive training to prepare new employees)
<input type="checkbox"/> Continuing In-Service (On-going training for existing employees)
<input checked="" type="checkbox"/> Conference/workshop

Indicate proposed provider of training activity

<input checked="" type="checkbox"/> In-house agency training staff	Specify
<input type="checkbox"/> Public university ----->	
<input type="checkbox"/> Private university ----->	
<input type="checkbox"/> Other ----->	

Indicate duration category of the training activity

<input checked="" type="checkbox"/> Short Term (Less than eight consecutive work weeks)
<input type="checkbox"/> Long Term (Eight or more consecutive work weeks)

Specify approximate number of days or hours of training activity

<input type="checkbox"/> 2 Days
<input type="checkbox"/> Hours per day
<input type="checkbox"/> Credit hours

Indicate the audience to receive training

<input checked="" type="checkbox"/> Staff of State/local agency administering the State Plan	<input type="checkbox"/> Adoptive parents
<input type="checkbox"/> Volunteers of State/local agency administering State Plan	<input type="checkbox"/> Child caring agency staff
<input type="checkbox"/> Persons preparing for employment with State/local agency	<input type="checkbox"/> Child placement agency staff
<input type="checkbox"/> Foster parents	<input type="checkbox"/> Other State agency staff (JJ, MH, DD, etc.)
	<input type="checkbox"/> Other community staff (medical, legal, police)

Costing method

<input type="checkbox"/> Unit cost per trainee (Tuition/books/supplies per trainee) or
<input type="checkbox"/> Cost per class/training function
<input checked="" type="checkbox"/> Other (specify) SEE BELOW

Estimated total cost

Unit cost	\$0.00	No. Trainees	0	Total Cost	\$0.00
Estim. no. of trainees in class			35	Total Cost	\$5,250.00

Cost allocation methodology

Describe basis for allocating costs among benefiting programs & funding sources (including application of eligibility rates, where applicable)

1. Training costs are part of overhead (such as supplies, printing, notebooks, etc.).
2. Employees use their own Program Effort Codes to cost out their training.

Indicate all applicable funding sources

<input type="checkbox"/> IV-B-1 (CWS)	<input type="checkbox"/> CAPTA
<input type="checkbox"/> IV-B-2 (PSSF)	<input type="checkbox"/> IV-E Chafee ILP
<input type="checkbox"/> IV-E Foster Care	<input type="checkbox"/> State only (mark only if other than non-Fed match)
<input type="checkbox"/> IV-E Adoption	<input checked="" type="checkbox"/> Other, Specify Federal Caseworker Visit
<input type="checkbox"/> TANF	<input type="checkbox"/> Other, Specify

"CHECKLIST" FOR ADDRESSING TRAINING ACTIVITIES/EVENTS UNDER THE TITLE IV-B PLAN

(This "checklist" should be used as a guide to ensure that all of the following information is provided in the Plan for each individual training activity planned to be held during the reporting period covered by this update)

Provide a one paragraph **brief** syllabus of the training activity

Alabama Foster and Adoptive Parent Association (AFAPA) Contract. The AFAPA covers nine regions and the items listed for the contract are the Annual AFAPA Conference, two mini-conferences, an adoption (walk) fundraiser, and other county and/or regional training sessions as needed/requested.

Indicate which, **if any**, of the **specifically allowable** Title IV-E administrative functions this training activity addresses.

<input type="checkbox"/> IV-E Eligibility Determination or Redetermination	<input type="checkbox"/> Placement of Child
<input type="checkbox"/> Rate Setting	<input type="checkbox"/> Development and Maintenance of Case Plan
<input checked="" type="checkbox"/> Hearings and Appeals	<input checked="" type="checkbox"/> Case Management
<input type="checkbox"/> Referral to Services	<input checked="" type="checkbox"/> Recruitment/Licensing of Foster/Adoptive Homes and Institutions
<input checked="" type="checkbox"/> Preparation for and Participation in Judicial Determinations	<input type="checkbox"/> Data Collection and Reporting

Indicate setting/venue for the training activity

<input type="checkbox"/> Pre-Service (Trainee not yet employed by State agency)
<input type="checkbox"/> Initial In-Service (Intensive training to prepare new employees)
<input type="checkbox"/> Continuing In-Service (On-going training for existing employees)
<input checked="" type="checkbox"/> Conference/workshop

Indicate proposed provider of training activity

<input checked="" type="checkbox"/> In-house agency training staff	Specify
<input type="checkbox"/> Public university ----->	
<input type="checkbox"/> Private university ----->	
<input checked="" type="checkbox"/> Other -AFAPA leadership/members and other invited speakers	

Indicate duration category of the training activity

<input checked="" type="checkbox"/> Short Term (Less than eight consecutive work weeks)
<input type="checkbox"/> Long Term (Eight or more consecutive work weeks)

Specify approximate number of days or hours of training activity

<input checked="" type="checkbox"/> Days (the length varies, depending on the activity).
<input type="checkbox"/> Hours per day
<input checked="" type="checkbox"/> Credit hours - CEU's: Social Workers; CLE's: Attorneys

Indicate the audience to receive training

<input checked="" type="checkbox"/> Staff of State/local agency administering the State Plan	<input checked="" type="checkbox"/> Adoptive parents
<input type="checkbox"/> Volunteers of State/local agency administering State Plan	<input checked="" type="checkbox"/> Child caring agency staff
<input type="checkbox"/> Persons preparing for employment with State/local agency	<input checked="" type="checkbox"/> Child placement agency staff
<input checked="" type="checkbox"/> Foster parents	Other State agency staff (JJ, MH, DD, etc.)
<input checked="" type="checkbox"/> Foster children/youth	Other community staff (medical, legal, police)

Costing method

<input type="checkbox"/> Unit cost per trainee (Tuition/books/supplies per trainee) or
<input type="checkbox"/> Cost per class/training function
<input checked="" type="checkbox"/> below

Estimated total cost

Unit cost	\$0.00	No. Trainees	0	Total Cost	\$0.00
Estim. no. of trainees in class		250-500	Total Cost	\$202,500.00	

Cost allocation methodology

Describe basis for allocating costs among benefiting programs & funding sources (including application of eligibility rates, where applicable)

1. Training costs are part of overhead (supplies, printing, notebooks, etc.).
2. Direct costs (such as travel of employees, trainers' salaries & fringe benefits) go into a pool & are distributed according to IV-E/IV-B

Indicate all applicable funding sources

<input type="checkbox"/> IV-B-1 (CWS)	<input type="checkbox"/> CAPTA
<input type="checkbox"/> IV-B-2 (PSSF)	<input type="checkbox"/> IV-E Chafee ILP
<input type="checkbox"/> IV-E Foster Care	<input type="checkbox"/> State only (mark only if other than non-Fed match)
<input type="checkbox"/> IV-E Adoption	<input checked="" type="checkbox"/> Other, Specify - Adoption Incentive Funds
<input type="checkbox"/> TANF	<input type="checkbox"/> Other, Specify
<input type="checkbox"/> SSBG	<input type="checkbox"/> Other, Specify

"CHECKLIST" FOR ADDRESSING TRAINING ACTIVITIES/EVENTS UNDER THE TITLE IV-B PLAN

(This "checklist" should be used as a guide to ensure that all of the following information is provided in the Plan for each individual training activity planned to be held during the reporting period covered by this update)

Provide a one paragraph brief syllabus of the training activity																	
Youth Advisory Council meetings are held in each county based on the number of youth in the county and the frequency needs. Counties are encouraged to provide education and training regarding permanency, NYTD and independent living skills needed for all youth age 14-21. Meetings are held quarterly, monthly, weekly and bi-weekly as needed based on county population. Youth placed outside their home county are encouraged to participate in training provided by their placement county. Education and training subjects include but are not limited to NYTD, ILP skill building, Permanency, banking, money and household management, budgeting, driver education, policy and law, homelessness, healthy relationship building, pregnancy and AIDS prevention, sex trafficking, education and vocational skill building																	
Indicate which, if any, of the specifically allowable Title IV-E administrative functions this training activity addresses.																	
<input type="checkbox"/> IV-E Eligibility Determination or Redetermination <input type="checkbox"/> Rate Setting <input type="checkbox"/> Hearings and Appeals <input type="checkbox"/> Referral to Services <input type="checkbox"/> Preparation for and Participation in Judicial Determinations	<input type="checkbox"/> Placement of Child <input type="checkbox"/> Development and Maintenance of Case Plan <input type="checkbox"/> Case Management <input checked="" type="checkbox"/> Recruitment/Licensing of Foster/Adoptive Homes and Institutions <input type="checkbox"/> Data Collection and Reporting																
Indicate setting/venue for the training activity			Indicate proposed provider of training activity														
<input type="checkbox"/> Pre-Service (Trainee not yet employed by State agency) <input type="checkbox"/> Initial In-Service (Intensive training to prepare new employees) <input type="checkbox"/> Continuing In-Service (On-going training for existing employees) <input type="checkbox"/> Conference/workshop			<input type="checkbox"/> In-house agency training staff <input type="checkbox"/> Public university -----> Specify <input type="checkbox"/> Private university -----> <input checked="" type="checkbox"/> Other -----> Various														
Indicate duration category of the training activity			Specify approximate number of days or hours of training activity														
<input checked="" type="checkbox"/> Short Term (Less than eight consecutive work weeks) <input type="checkbox"/> Long Term (Eight or more consecutive work weeks)			<input type="checkbox"/> Days <input type="checkbox"/> Hours per day <input type="checkbox"/> Credit hours														
Indicate the audience to receive training																	
<input type="checkbox"/> Staff of State/local agency administering the State Plan <input type="checkbox"/> Volunteers of State/local agency administering State Plan <input type="checkbox"/> Persons preparing for employment with State/local agency <input checked="" type="checkbox"/> Foster parents <input checked="" type="checkbox"/> ILP Youth			<input type="checkbox"/> Adoptive parents <input checked="" type="checkbox"/> Child caring agency staff <input type="checkbox"/> Child placement agency staff <input type="checkbox"/> Other State agency staff (JJ, MH, DD, etc.) Specify <input type="checkbox"/> Other community staff (medical, legal, police)														
Costing method			Estimated total cost														
<input type="checkbox"/> Unit cost per trainee (Tuition/books/supplies per trainee) or <input type="checkbox"/> Cost per class/training function <input checked="" type="checkbox"/> Other (specify) Costs vary monthly/by county			<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">Unit cost</td> <td style="width: 15%;">\$0.00</td> <td style="width: 15%;">No. Trainees</td> <td style="width: 15%;">1400</td> <td style="width: 15%;">Total Cost</td> <td style="width: 15%;">\$0.00</td> </tr> <tr> <td>Estim. no. of trainees in class</td> <td></td> <td></td> <td></td> <td>Total Cost</td> <td>\$88,995.00</td> </tr> </table>			Unit cost	\$0.00	No. Trainees	1400	Total Cost	\$0.00	Estim. no. of trainees in class				Total Cost	\$88,995.00
Unit cost	\$0.00	No. Trainees	1400	Total Cost	\$0.00												
Estim. no. of trainees in class				Total Cost	\$88,995.00												
Cost allocation methodology																	
Describe basis for allocating costs among benefiting programs & funding sources (including application of eligibility rates, where applicable)																	
Funds are allocated for counties based on their needs and funding requests. Costs includes incentives paid to youth for meeting participation and costs of refreshments for the youth attending.																	
Indicate all applicable funding sources																	
<input type="checkbox"/> IV-B-1 (CWS) <input type="checkbox"/> IV-B-2 (PSSF) <input type="checkbox"/> IV-E Foster Care <input type="checkbox"/> IV-E Adoption <input type="checkbox"/> TANF <input type="checkbox"/> SSBG			<input type="checkbox"/> CAPTA <input checked="" type="checkbox"/> IV-E Chafee ILP <input type="checkbox"/> State only (mark only if other than non-Fed match) <input type="checkbox"/> Other, Specify <input type="checkbox"/> Other, Specify <input type="checkbox"/> Other, Specify														

"CHECKLIST" FOR ADDRESSING TRAINING ACTIVITIES/EVENTS UNDER THE TITLE IV-B PLAN

(This "checklist" should be used as a guide to ensure that all of the following information is provided in the Plan for each individual training activity planned to be held during the reporting period covered by this update)

<i>Provide a one paragraph brief syllabus of the training activity</i>					
<p>Children's Justice funds are awarded to counties applying for funds for Multi-disciplinary teams to attend the International Symposium on Child Abuse in Huntsville, AL. Some counties will instead arrange for and conduct regional conferences. The information provided for estimated total costs are the estimated compilations of both the counties sending participants to the International Symposium and those conducting regional conferences.</p>					
<i>Indicate which, if any, of the specifically allowable Title IV-E administrative functions this training activity addresses.</i>					
<input type="checkbox"/> IV-E Eligibility Determination or Redetermination	<input type="checkbox"/>	Placement of Child			
<input type="checkbox"/> Rate Setting	<input checked="" type="checkbox"/>	Development and Maintenance of Case Plan			
<input type="checkbox"/> Hearings and Appeals	<input type="checkbox"/>	Case Management			
<input type="checkbox"/> Referral to Services	<input type="checkbox"/>	Recruitment/Licensing of Foster/Adoptive Homes and Institutions			
<input type="checkbox"/> Preparation for and Participation in Judicial Determinations	<input type="checkbox"/>	Data Collection and Reporting			
<i>Indicate setting/venue for the training activity</i>			<i>Indicate proposed provider of training activity</i>		
<input type="checkbox"/> Pre-Service (Trainee not yet employed by State agency)	<input type="checkbox"/>	In-house agency training staff	Specify		
<input type="checkbox"/> Initial In-Service (Intensive training to prepare new employees)	<input type="checkbox"/>	Public university ----->			
<input type="checkbox"/> Continuing In-Service (On-going training for existing employees)	<input type="checkbox"/>	Private university ----->			
<input checked="" type="checkbox"/> Conference/workshop	<input checked="" type="checkbox"/>	Other As arranged by Symposium/Conference Planners----->			
<i>Indicate duration category of the training activity</i>			<i>Specify approximate number of days or hours of training activity</i>		
<input checked="" type="checkbox"/> Short Term (Less than eight consecutive work weeks)	<input type="checkbox"/>	5 Days	Could be more or less depending on sessions attended		
<input type="checkbox"/> Long Term (Eight or more consecutive work weeks)	<input type="checkbox"/>	Hours per day			
	<input type="checkbox"/>	Credit hours			
<i>Indicate the audience to receive training</i>					
<input checked="" type="checkbox"/> Staff of State/local agency administering the State Plan	<input type="checkbox"/>	Adoptive parents			
<input type="checkbox"/> Volunteers of State/local agency administering State Plan	<input type="checkbox"/>	Child caring agency staff			
<input type="checkbox"/> Persons preparing for employment with State/local agency	<input type="checkbox"/>	Child placement agency staff	Specify		
<input type="checkbox"/> Foster parents	<input type="checkbox"/>	Other State agency staff (JJ, MH, DD, etc.)			
	<input checked="" type="checkbox"/>	Other community staff (medical, legal, police)			
<i>Costing method</i>			<i>Estimated total cost</i>		
<input type="checkbox"/> Unit cost per trainee (Tuition/books/supplies per trainee) or	<input type="checkbox"/>	Unit cost	\$0.00	No. Trainees	0
<input type="checkbox"/> Cost per class/training function	<input type="checkbox"/>	Estim. no. of trainees in class		230	Total Cost \$150,000.00
<input checked="" type="checkbox"/> Other (specify)					
<i>Cost allocation methodology</i>					
Describe basis for allocating costs among benefiting programs & funding sources (including application of eligibility rates, where applicable)					
<p>Travel, per diem, registration and materials, conference speakers (for regional conferences).</p>					
<i>Indicate all applicable funding sources</i>					
<input type="checkbox"/> IV-B-1 (CWS)	<input type="checkbox"/>	CAPTA			
<input type="checkbox"/> IV-B-2 (PSSF)	<input type="checkbox"/>	IV-E Chafee ILP			
<input type="checkbox"/> IV-E Foster Care	<input type="checkbox"/>	State only (mark only if other than non-Fed match)			
<input type="checkbox"/> IV-E Adoption	<input checked="" type="checkbox"/>	Other, Specify - Children's Justice funds			
<input type="checkbox"/> TANF	<input type="checkbox"/>	Other, Specify			
<input type="checkbox"/> SSBG	<input type="checkbox"/>	Other, Specify			

NOTE: The CHECKLIST for the “Doing What Matters for Alabama’s Children” Conference (see below) is being maintained in case federal funds are used to assist child welfare staff attend (in FY15, Adoption Incentive Funds were possibly used).

"CHECKLIST" FOR ADDRESSING TRAINING ACTIVITIES/EVENTS UNDER THE TITLE IV-B PLAN																					
(This "checklist" should be used as a guide to ensure that all of the following information is provided in the Plan for each individual training activity planned to be held during the reporting period covered by this update)																					
Provide a one paragraph brief syllabus of the training activity																					
<div style="border: 1px solid black; padding: 5px;"> Doing What Matters for Alabama's Children is a community meeting to address the needs of children in Alabama. </div>																					
Indicate which, if any, of the specifically allowable Title IV-E administrative functions this training activity addresses.																					
<input type="checkbox"/> IV-E Eligibility Determination or Redetermination <input type="checkbox"/> Rate Setting <input type="checkbox"/> Hearings and Appeals <input type="checkbox"/> Referral to Services <input type="checkbox"/> Preparation for and Participation in Judicial Determinations				<input type="checkbox"/> Placement of Child <input checked="" type="checkbox"/> Development and Maintenance of Case Plan <input type="checkbox"/> Case Management <input type="checkbox"/> Recruitment/Licensing of Foster/Adoptive Homes and Institutions <input type="checkbox"/> Data Collection and Reporting																	
Indicate setting/venue for the training activity					Indicate proposed provider of training activity																
<input type="checkbox"/> Pre-Service (Trainee not yet employed by State agency) <input type="checkbox"/> Initial In-Service (Intensive training to prepare new employees) <input type="checkbox"/> Continuing In-Service (On-going training for existing employees) <input checked="" type="checkbox"/> Conference/workshop					<input type="checkbox"/> In-house agency training staff <input type="checkbox"/> Public university -----> <input type="checkbox"/> Private university -----> <input type="checkbox"/> Other ----->																
Indicate duration category of the training activity					Specify approximate number of days or hours of training activity																
<input checked="" type="checkbox"/> Short Term (Less than eight consecutive work weeks) <input type="checkbox"/> Long Term (Eight or more consecutive work weeks)					<input type="checkbox"/> Days <input type="checkbox"/> Hours per day <input type="checkbox"/> Credit hours																
Indicate the audience to receive training																					
<input checked="" type="checkbox"/> Staff of State/local agency administering the State Plan <input type="checkbox"/> Volunteers of State/local agency administering State Plan <input type="checkbox"/> Persons preparing for employment with State/local agency <input checked="" type="checkbox"/> Foster parents				<input checked="" type="checkbox"/> Adoptive parents <input type="checkbox"/> Child caring agency staff <input type="checkbox"/> Child placement agency staff <input checked="" type="checkbox"/> Other State agency staff (JJ, MH, DD, etc.) <input checked="" type="checkbox"/> Other community staff (medical, legal, police)																	
Costing method					Estimated total cost																
<input type="checkbox"/> Unit cost per trainee (Tuition/books/supplies per trainee) or <input type="checkbox"/> Cost per class/training function <input checked="" type="checkbox"/> Other (specify) Registration fee of \$20 each is being charged					<table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <tr> <td style="width: 15%;">Unit cost</td> <td style="width: 15%;">\$0.00</td> <td style="width: 15%;">No. Trainees</td> <td style="width: 15%;">0</td> <td style="width: 15%;">Total Cost</td> <td style="width: 15%;">\$0.00</td> </tr> <tr> <td colspan="3">Estim. no. of trainees in class</td> <td></td> <td>Total Cost</td> <td></td> </tr> </table>					Unit cost	\$0.00	No. Trainees	0	Total Cost	\$0.00	Estim. no. of trainees in class				Total Cost	
Unit cost	\$0.00	No. Trainees	0	Total Cost	\$0.00																
Estim. no. of trainees in class				Total Cost																	
Cost allocation methodology																					
Describe basis for allocating costs among benefiting programs & funding sources (including application of eligibility rates, where applicable) <div style="border: 1px solid black; padding: 5px;"> 1 Registration charged to participants </div>																					
Indicate all applicable funding sources																					
<input type="checkbox"/> IV-B-1 (CWS) <input type="checkbox"/> IV-B-2 (PSSF) <input type="checkbox"/> IV-E Foster Care <input type="checkbox"/> IV-E Adoption <input type="checkbox"/> TANF <input type="checkbox"/> SSBG				<input type="checkbox"/> CAPTA <input type="checkbox"/> IV-E Chafee ILP <input type="checkbox"/> State only (mark only if other than non-Fed match) <input checked="" type="checkbox"/> Other, Specify AIF may be used by counties to pay registration <input type="checkbox"/> Other, Specify mileage and per diem <input type="checkbox"/> Other, Specify																	

NOTE: The AFCARS training event described below, is not presently planned for FY17; however, it remains in the Training Plan, should AFCARS Training re-occur during the 2015 – 2019 CFSP time frame.

"CHECKLIST" FOR ADDRESSING TRAINING ACTIVITIES/EVENTS UNDER THE TITLE IV-B PLAN							
(This "checklist" should be used as a guide to ensure that all of the following information is provided in the Plan for each individual training activity planned to be held during the reporting period covered by this update)							
Provide a one paragraph brief syllabus of the training activity							
Family Services' Office of Data Analysis will conduct "AFCARS – Improving Data Quality" training. The statewide training will include 22 one-day sessions for child welfare workers and supervisors who have casework responsibility for children in foster care and adoption cases. Staff will learn how safety, permanency, and well-being data documented in FACTS is used for both state and federal reporting. The accuracy, completeness, and timeliness of data entry will be emphasized. Training is anticipated to begin in June 2015 and continue through April 2016. The same session will be repeated 22 times in various locations around the state to reach the approximately 700 trainees. This accommodates counties who need to split up their staff for more than one session so there is child welfare coverage. It also allows for a smaller class size to promote a better learning environment.							
Indicate which, if any, of the specifically allowable Title IV-E administrative functions this training activity addresses.							
<input type="checkbox"/>	IV-E Eligibility Determination or Redetermination	<input type="checkbox"/>	Placement of Child				
<input type="checkbox"/>	Rate Setting	<input type="checkbox"/>	Development and Maintenance of Case Plan				
<input type="checkbox"/>	Hearings and Appeals	<input checked="" type="checkbox"/>	Case Management				
<input type="checkbox"/>	Referral to Services	<input type="checkbox"/>	Recruitment/Licensing of Foster/Adoptive Homes and Institutions				
<input type="checkbox"/>	Preparation for and Participation in Judicial Determinations	<input checked="" type="checkbox"/>	Data Collection and Reporting				
Indicate setting/venue for the training activity				Indicate proposed provider of training activity			
<input type="checkbox"/>	Pre-Service (Trainee not yet employed by State agency)	<input checked="" type="checkbox"/>	In-house agency training staff	Specify			
<input type="checkbox"/>	Initial In-Service (Intensive training to prepare new employees)	<input type="checkbox"/>	Public university ----->				
<input checked="" type="checkbox"/>	Continuing In-Service (On-going training for existing employees)	<input type="checkbox"/>	Private university ----->				
<input type="checkbox"/>	Conference/workshop	<input type="checkbox"/>	Other ----->				
Indicate duration category of the training activity				Specify approximate number of days or hours of training activity			
<input type="checkbox"/>	Short Term (Less than eight consecutive work weeks)	<input type="checkbox"/>	1 Days				
<input checked="" type="checkbox"/>	Long Term (Eight or more consecutive work weeks)	<input type="checkbox"/>	6 Hours per day				
<input type="checkbox"/>		<input type="checkbox"/>	Credit hours				
Indicate the audience to receive training							
<input checked="" type="checkbox"/>	Staff of State/local agency administering the State Plan	<input type="checkbox"/>	Adoptive parents				
<input type="checkbox"/>	Volunteers of State/local agency administering State Plan	<input type="checkbox"/>	Child caring agency staff				
<input type="checkbox"/>	Persons preparing for employment with State/local agency	<input type="checkbox"/>	Child placement agency staff	Specify			
<input type="checkbox"/>	Foster parents	<input type="checkbox"/>	Other State agency staff (JJ, MH, DD, etc.)				
		<input type="checkbox"/>	Other community staff (medical, legal, police)				
Costing method				Estimated total cost			
<input type="checkbox"/>	Unit cost per trainee (Tuition/books/supplies per trainee) or	Unit cost	\$0.00	No. Trainees	0	Total Cost	\$0.00
<input type="checkbox"/>	Cost per class/training function	Estim. no. of trainees in class		700	Total Cost	\$17,935.52	
<input checked="" type="checkbox"/>	Other (specify) Mileage and Per Diem						
Cost allocation methodology							
Describe basis for allocating costs among benefiting programs & funding sources (including application of eligibility rates, where applicable) Direct charge of caseworker visit funds. NOTE: Training would benefit staff by improving skills, leading to more accurate AFCARS and CWV data reporting and confidence in work plus increase retention.							
Indicate all applicable funding sources							
<input type="checkbox"/>	IV-B-1 (CWS)	<input type="checkbox"/>	CAPTA				
<input type="checkbox"/>	IV-B-2 (PSSF)	<input type="checkbox"/>	IV-E Chafee ILP				
<input type="checkbox"/>	IV-E Foster Care	<input type="checkbox"/>	State only (mark only if other than non-Fed match)				
<input type="checkbox"/>	IV-E Adoption	<input type="checkbox"/>	Other, Specify				
<input type="checkbox"/>	TANF	<input type="checkbox"/>	Other, Specify				
<input type="checkbox"/>	SSBG	<input checked="" type="checkbox"/>	Other, Specify Caseworker Visit Funding				

**Removal of the Training Checklist for the
CHILD SEXUAL EXPLOITATION/TRAFFICKING Training Curriculum**

The **Child Sexual Exploitation/Trafficking** training curriculum as described below will not be offered in FY 2017. Also, it is not anticipated that this training event will take place again during the time frame that remains of the FY 2015 – 2019 CFSP. A checklist was included in the Training Plan that was submitted with the 2016 APSR; however, it has been removed because there is no present plan for the below-defined training activity to reoccur.

Child Sexual Exploitation/Trafficking Training was initially approved as expenditure for Children's Justice Grant funds beginning with the funding year of FY 2015. Pending approval of the CJ application, three additional training sessions are planned during FY 2016. The training is one day and the target audience will be multidisciplinary, including law enforcement, prosecutors, social workers and child advocacy staff. The goals of the training are to increase awareness of the problem of child trafficking in Alabama and to better identify and handle cases of child trafficking, using a multidisciplinary approach.

"CHECKLIST" FOR ADDRESSING TRAINING ACTIVITIES/EVENTS UNDER THE TITLE IV-B PLAN

(This "checklist" should be used as a guide to ensure that all of the following information is provided in the Plan for each individual training activity planned to be held during the reporting period covered by this update)

Provide a one paragraph brief syllabus of the training activity

Multidisciplinary Team Building Training is a planned expenditure of Children's Justice Grant funds for the FY 2017. This one day training is planned for 3 training sites across the State. County DHR Multidisciplinary Teams (MDT) on Child Abuse will be invited to attend the training. This is a planned multi-year training project in order to provide access to all County MDT. The goals of the training are to strengthen the relationships among team members and increase the effectiveness of the teams.

Indicate which, if any, of the specifically allowable Title IV-E administrative functions this training activity addresses.

<input type="checkbox"/> IV-E Eligibility Determination or Redetermination	<input checked="" type="checkbox"/> Placement of Child
<input type="checkbox"/> Rate Setting	<input checked="" type="checkbox"/> Development and Maintenance of Case Plan
<input type="checkbox"/> Hearings and Appeals	<input type="checkbox"/> Case Management
<input type="checkbox"/> Referral to Services	<input type="checkbox"/> Recruitment/Licensing of Foster/Adoptive Homes and Institutions
<input type="checkbox"/> Preparation for and Participation in Judicial Determinations	<input type="checkbox"/> Data Collection and Reporting

Indicate setting/venue for the training activity

<input type="checkbox"/> Pre-Service (Trainee not yet employed by State agency)
<input type="checkbox"/> Initial In-Service (Intensive training to prepare new employees)
<input checked="" type="checkbox"/> Continuing In-Service (On-going training for existing employees)
<input type="checkbox"/> Conference/workshop

Indicate proposed provider of training activity

<input type="checkbox"/> In-house agency training staff	Specify
<input type="checkbox"/> Public university ----->	
<input type="checkbox"/> Private university ----->	
<input checked="" type="checkbox"/> Other ----- Southern Regional Children's Advocacy Center	

Indicate duration category of the training activity

<input checked="" type="checkbox"/> Short Term (Less than eight consecutive work weeks)
<input type="checkbox"/> Long Term (Eight or more consecutive work weeks)

Specify approximate number of days or hours of training activity

<input type="checkbox"/> 1 Days
<input type="checkbox"/> 7 Hours per day
<input type="checkbox"/> 6 Credit hours

Indicate the audience to receive training

<input checked="" type="checkbox"/> Staff of State/local agency administering the State Plan	<input type="checkbox"/> Adoptive parents
<input type="checkbox"/> Volunteers of State/local agency administering State Plan	<input type="checkbox"/> Child caring agency staff
<input type="checkbox"/> Persons preparing for employment with State/local agency	<input type="checkbox"/> Child placement agency staff
<input type="checkbox"/> Foster parents	<input type="checkbox"/> Other State agency staff (JJ, MH, DD, etc.)
	<input checked="" type="checkbox"/> Other community staff (medical, legal, police) Specify medical, police, school,

Costing method

<input type="checkbox"/> Unit cost per trainee (Tuition/books/supplies per trainee) or
<input type="checkbox"/> Cost per class/training function
<input checked="" type="checkbox"/> Other (specify)

Estimated total cost

Unit cost	\$0.00	No. Trainees	0	Total Cost	\$0.00
Estim. no. of trainees in class			126	Total Cost	\$55,000.00
			7 teams X 6 members		

Cost allocation methodology

Describe basis for allocating costs among benefiting programs & funding sources (including application of eligibility rates, where applicable)

1. Training costs are part of overhead (such as supplies, printing, notebooks etc.,) 2. Direct training costs (such as travel of employees, trainers' travel) go into a pool and are distributed according to IV-E/IV-B Penetration Rate

Indicate all applicable funding sources

<input type="checkbox"/> IV-B-1 (CWS)	<input type="checkbox"/> CAPTA
<input type="checkbox"/> IV-B-2 (PSSF)	<input type="checkbox"/> IV-E Chafee ILP
<input type="checkbox"/> IV-E Foster Care	<input type="checkbox"/> State only (mark only if other than non-Fed match)
<input type="checkbox"/> IV-E Adoption	<input checked="" type="checkbox"/> Other, Spe Children's Justice Grant
<input type="checkbox"/> TANF	<input type="checkbox"/> Other, Specify
<input type="checkbox"/> SSBG	<input type="checkbox"/> Other, Specify

"CHECKLIST" FOR ADDRESSING TRAINING ACTIVITIES/EVENTS UNDER THE TITLE IV-B PLAN

(This "checklist" should be used as a guide to ensure that all of the following information is provided in the Plan for each individual training activity planned to be held during the reporting period covered by this update)

<i>Provide a one paragraph brief syllabus of the training activity</i>					
Mandatory training developed and provided to county directors, staff, supervisors, therapeutic and traditional foster parents, congregate care providers, community stake holders, AOC partners, residential treatment facilities statewide related to the State's Reasonable and Prudent Parenting Standards.					
<i>Indicate which, if any, of the specifically allowable Title IV-E administrative functions this training activity addresses.</i>					
<input type="checkbox"/> IV-E Eligibility Determination or Redetermination	<input checked="" type="checkbox"/>	Placement of Child			
<input type="checkbox"/> Rate Setting	<input type="checkbox"/>	Development and Maintenance of Case Plan			
<input type="checkbox"/> Hearings and Appeals	<input checked="" type="checkbox"/>	Case Management			
<input type="checkbox"/> Referral to Services	<input type="checkbox"/>	Recruitment/Licensing of Foster/Adoptive Homes and Institutions			
<input type="checkbox"/> Preparation for and Participation in Judicial Determinations	<input type="checkbox"/>	Data Collection and Reporting			
<i>Indicate setting/venue for the training activity</i>			<i>Indicate proposed provider of training activity</i>		
<input type="checkbox"/> Pre-Service (Trainee not yet employed by State agency)	<input type="checkbox"/>	In-house agency training staff		Specify	
<input type="checkbox"/> Initial In-Service (Intensive training to prepare new employees)	<input type="checkbox"/>	Public university ----->			
<input type="checkbox"/> Continuing In-Service (On-going training for existing employees)	<input type="checkbox"/>	Private university ----->			
<input checked="" type="checkbox"/> Conference/workshop	<input checked="" type="checkbox"/>	Other ----->		Undetermined	
<i>Indicate duration category of the training activity</i>			<i>Specify approximate number of days or hours of training activity</i>		
<input checked="" type="checkbox"/> Short Term (Less than eight consecutive work weeks)	60	Days			
<input type="checkbox"/> Long Term (Eight or more consecutive work weeks)	8	Hours per day			
		Credit hours			
<i>Indicate the audience to receive training</i>					
<input checked="" type="checkbox"/> Staff of State/local agency administering the State Plan	<input checked="" type="checkbox"/>	Adoptive parents			
<input checked="" type="checkbox"/> Volunteers of State/local agency administering State Plan	<input checked="" type="checkbox"/>	Child caring agency staff			
<input type="checkbox"/> Persons preparing for employment with State/local agency	<input checked="" type="checkbox"/>	Child placement agency staff			
<input checked="" type="checkbox"/> Foster parents	<input checked="" type="checkbox"/>	Other State agency staff (JJ, MH, DD, etc.)			
<input checked="" type="checkbox"/> Foster Youth	<input type="checkbox"/>	Other community staff (medical, legal, police)			
<i>Costing method</i>			<i>Estimated total cost</i>		
<input type="checkbox"/> Unit cost per trainee (Tuition/books/supplies per trainee) or	Unit cost	\$0.00	No. Trainees	Total Cost	\$0.00
<input type="checkbox"/> Cost per class/training function	Estim. no. of trainees in class	1000	Total Cost	\$150,000	
<input type="checkbox"/> Other (specify)					
<i>Cost allocation methodology</i>					
Describe basis for allocating costs among benefiting programs & funding sources (including application of eligibility rates, where applicable) <div style="border: 1px solid black; height: 40px; margin-top: 5px; padding: 5px;"> The funds are allocated based on a per person cost for travel and the cost of instructional supplies. </div>					
<i>Indicate all applicable funding sources</i>					
<input checked="" type="checkbox"/> IV-B-1 (CWS)	<input type="checkbox"/>	CAPTA			
<input type="checkbox"/> IV-B-2 (PSSF)	<input checked="" type="checkbox"/>	IV-E Chafee ILP			
<input checked="" type="checkbox"/> IV-E Foster Care	<input type="checkbox"/>	State only (mark only if other than non-Fed match)			
<input checked="" type="checkbox"/> IV-E Adoption	<input checked="" type="checkbox"/>	Other, Specify Caseworker visit funds			
<input type="checkbox"/> TANF	<input checked="" type="checkbox"/>	Other, Specify - Medicaid funding is being sought			
<input type="checkbox"/> SSBG	<input checked="" type="checkbox"/>	Other, Specify - State funds			

"CHECKLIST" FOR ADDRESSING TRAINING ACTIVITIES/EVENTS UNDER THE TITLE IV-B PLAN

(This "checklist" should be used as a guide to ensure that all of the following information is provided in the Plan for each individual training activity planned to be held during the reporting period covered by this update)

<i>Provide a one paragraph brief syllabus of the training activity</i>							
Mandatory training developed and provided to county directors, staff, supervisors, prescribing physicians, mental health providers, therapeutic and traditional foster parents, congregate care providers, community stake holders, AOC partners, residential treatment facilities statewide related to the providing medication monitoring and oversight of psychotropic medications.							
<i>Indicate which, if any, of the specifically allowable Title IV-E administrative functions this training activity addresses.</i>							
<input type="checkbox"/>	IV-E Eligibility Determination or Redetermination	<input checked="" type="checkbox"/>	Placement of Child				
<input type="checkbox"/>	Rate Setting	<input checked="" type="checkbox"/>	Development and Maintenance of Case Plan				
<input type="checkbox"/>	Hearings and Appeals	<input checked="" type="checkbox"/>	Case Management				
<input checked="" type="checkbox"/>	Referral to Services	<input checked="" type="checkbox"/>	Recruitment/Licensing of Foster/Adoptive Homes and Institutions				
<input type="checkbox"/>	Preparation for and Participation in Judicial Determinations	<input checked="" type="checkbox"/>	Data Collection and Reporting				
<i>Indicate setting/venue for the training activity</i>				<i>Indicate proposed provider of training activity</i>			
<input type="checkbox"/>	Pre-Service (Trainee not yet employed by State agency)	<input type="checkbox"/>	In-house agency training staff	Specify			
<input type="checkbox"/>	Initial In-Service (Intensive training to prepare new employees)	<input type="checkbox"/>	Public university ----->				
<input type="checkbox"/>	Continuing In-Service (On-going training for existing employees)	<input type="checkbox"/>	Private university ----->				
<input checked="" type="checkbox"/>	Conference/workshop	<input checked="" type="checkbox"/>	Other ----->	Undetermined			
<i>Indicate duration category of the training activity</i>				<i>Specify approximate number of days or hours of training activity</i>			
<input checked="" type="checkbox"/>	Short Term (Less than eight consecutive work weeks)	18	Days				
<input type="checkbox"/>	Long Term (Eight or more consecutive work weeks)	8	Hours per day				
			Credit hours				
<i>Indicate the audience to receive training</i>							
<input checked="" type="checkbox"/>	Staff of State/local agency administering the State Plan	<input checked="" type="checkbox"/>	Adoptive parents				
<input checked="" type="checkbox"/>	Volunteers of State/local agency administering State Plan	<input checked="" type="checkbox"/>	Child caring agency staff				
<input type="checkbox"/>	Persons preparing for employment with State/local agency	<input checked="" type="checkbox"/>	Child placement agency staff	Specify			
<input checked="" type="checkbox"/>	Foster parents	<input checked="" type="checkbox"/>	Other State agency staff (JJ, MH, DD, etc.)	Mental Health, Juvenile J			
<input checked="" type="checkbox"/>	Foster Youth	<input checked="" type="checkbox"/>	Other community staff (medical, legal, police)	Psychiatrist, Pediatricians			
<i>Costing method</i>				<i>Estimated total cost</i>			
<input type="checkbox"/>	Unit cost per trainee (Tuition/books/supplies per trainee) or	Unit cost	\$0.00	No. Trainees		Total Cost	\$0.00
<input type="checkbox"/>	Cost per class/training function	Estim. no. of trainees in class		1000		Total Cost	\$150,000
<input type="checkbox"/>	Other (specify)						
<i>Cost allocation methodology</i>							
Describe basis for allocating costs among benefiting programs & funding sources (including application of eligibility rates, where applicable)							
The funds are allocated based on a per person cost for travel and the cost of instructional supplies.							
<i>Indicate all applicable funding sources</i>							
<input type="checkbox"/>	IV-B-1 (CWS)	<input type="checkbox"/>	CAPTA				
<input type="checkbox"/>	IV-B-2 (PSSF)	<input checked="" type="checkbox"/>	IV-E Chafee ILP				
<input checked="" type="checkbox"/>	IV-E Foster Care		State only (mark only if other than non-Fed match)				
<input checked="" type="checkbox"/>	IV-E Adoption	<input checked="" type="checkbox"/>	Other, Specify Caseworker visit funds				
<input type="checkbox"/>	TANF	<input checked="" type="checkbox"/>	Other, Specify - Medicaid funding is being sought.				
<input type="checkbox"/>	SSBG	<input checked="" type="checkbox"/>	Other, Specify - State funds				

"CHECKLIST" FOR ADDRESSING TRAINING ACTIVITIES/EVENTS UNDER THE TITLE IV-B PLAN

(This "checklist" should be used as a guide to ensure that all of the following information is provided in the Plan for each individual training activity planned to be held during the reporting period covered by this update)

Provide a one paragraph **brief** syllabus of the training activity

Mandatory training developed and provided to county directors, staff, supervisors, therapeutic and traditional foster parents, congregate care providers, community stakeholders, AOC partners, residential treatment facilities, law enforcement partners statewide related to the Sex Trafficking Procedures and Protocol.

Indicate which, if any, of the **specifically allowable** Title IV-E administrative functions this training activity addresses.

<input type="checkbox"/> IV-E Eligibility Determination or Redetermination	<input checked="" type="checkbox"/>	Placement of Child
<input type="checkbox"/> Rate Setting	<input type="checkbox"/>	Development and Maintenance of Case Plan
<input type="checkbox"/> Hearings and Appeals	<input checked="" type="checkbox"/>	Case Management
<input type="checkbox"/> Referral to Services	<input type="checkbox"/>	Recruitment/Licensing of Foster/Adoptive Homes and Institutions
<input type="checkbox"/> Preparation for and Participation in Judicial Determinations	<input checked="" type="checkbox"/>	Data Collection and Reporting

Indicate setting/venue for the training activity

<input type="checkbox"/> Pre-Service (Trainee not yet employed by State agency)
<input type="checkbox"/> Initial In-Service (Intensive training to prepare new employees)
<input type="checkbox"/> Continuing In-Service (On-going training for existing employees)
<input checked="" type="checkbox"/> Conference/workshop

Indicate proposed provider of training activity

<input type="checkbox"/> In-house agency training staff	Specify
<input type="checkbox"/> Public university ----->	
<input type="checkbox"/> Private university ----->	
<input checked="" type="checkbox"/> Other ----->	Undetermined

Indicate duration category of the training activity

<input checked="" type="checkbox"/> Short Term (Less than eight consecutive work weeks)
<input type="checkbox"/> Long Term (Eight or more consecutive work weeks)

Specify approximate number of days or hours of training activity

<input type="checkbox"/> 24 Days
<input type="checkbox"/> 8 Hours per day
<input type="checkbox"/> Credit hours

Indicate the audience to receive training

<input checked="" type="checkbox"/> Staff of State/local agency administering the State Plan	<input type="checkbox"/> Adoptive parents	
<input checked="" type="checkbox"/> Volunteers of State/local agency administering State Plan	<input checked="" type="checkbox"/> Child caring agency staff	
<input type="checkbox"/> Persons preparing for employment with State/local agency	<input checked="" type="checkbox"/> Child placement agency staff	
<input checked="" type="checkbox"/> Foster parents	<input checked="" type="checkbox"/> Other State agency staff (JJ, MH, DD, etc.)	Specify
<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Other community staff (medical, legal, police)	Juvenile Justice
		Police, Legal

Costing method

<input type="checkbox"/> Unit cost per trainee (Tuition/books/supplies per trainee) or
<input type="checkbox"/> Cost per class/training function
<input type="checkbox"/> Other (specify)

Estimated total cost

Unit cost	\$0.00	No. Trainees	1200	Total Cost	\$0.00
Estim. no. of trainees in class				Total Cost	\$100,000

Cost allocation methodology

Describe basis for allocating costs among benefiting programs & funding sources (including application of eligibility rates, where applicable)

The funds are allocated based on a per person cost for travel and the cost of instructional supplies.

Indicate all applicable funding sources

<input type="checkbox"/> IV-B-1 (CWS)	<input type="checkbox"/> CAPTA
<input type="checkbox"/> IV-B-2 (PSSF)	<input checked="" type="checkbox"/> IV-E Chafee ILP
<input checked="" type="checkbox"/> IV-E Foster Care	<input type="checkbox"/> State only (mark only if other than non-Fed match)
<input checked="" type="checkbox"/> IV-E Adoption	<input checked="" type="checkbox"/> Other, Specify Caseworker visit funds
<input type="checkbox"/> TANF	<input checked="" type="checkbox"/> Other, Specify - Medicaid Funding is being sought.
<input type="checkbox"/> SSBG	<input checked="" type="checkbox"/> Other, Specify - State funds

"CHECKLIST" FOR ADDRESSING TRAINING ACTIVITIES/EVENTS UNDER THE TITLE IV-B PLAN

(This "checklist" should be used as a guide to ensure that all of the following information is provided in the Plan for each individual training activity planned to be held during the reporting period covered by this update)

<i>Provide a one paragraph brief syllabus of the training activity</i>																	
Annual Meeting between SDHR staff and staff from the Poarch Band of Creek Indians in Atmore, AL, in FY's 2015-2019. Plans per each meeting are provided below.																	
<i>Indicate which, if any, of the specifically allowable Title IV-E administrative functions this training activity addresses.</i>																	
<input type="checkbox"/> IV-E Eligibility Determination or Redetermination <input type="checkbox"/> Rate Setting <input type="checkbox"/> Hearings and Appeals <input type="checkbox"/> Referral to Services <input type="checkbox"/> Preparation for and Participation in Judicial Determinations			<input type="checkbox"/> Placement of Child <input checked="" type="checkbox"/> Development and Maintenance of Case Plan <input checked="" type="checkbox"/> Case Management <input type="checkbox"/> Recruitment/Licensing of Foster/Adoptive Homes and Institutions <input type="checkbox"/> Data Collection and Reporting														
<i>Indicate setting/venue for the training activity</i>			<i>Indicate proposed provider of training activity</i>														
<input type="checkbox"/> Pre-Service (Trainee not yet employed by State agency) <input type="checkbox"/> Initial In-Service (Intensive training to prepare new employees) <input type="checkbox"/> Continuing In-Service (On-going training for existing employees) <input checked="" type="checkbox"/> Conference/workshop			<input type="checkbox"/> In-house agency training staff <input type="checkbox"/> Public university -----> <input type="checkbox"/> Private university -----> <input type="checkbox"/> Other ----->														
<i>Indicate duration category of the training activity</i>			<i>Specify approximate number of days or hours of training activity</i>														
<input checked="" type="checkbox"/> Short Term (Less than eight consecutive work weeks) <input type="checkbox"/> Long Term (Eight or more consecutive work weeks)			<input type="checkbox"/> 1 Days <input type="checkbox"/> Hours per day <input type="checkbox"/> Credit hours														
<i>Indicate the audience to receive training</i>																	
<input checked="" type="checkbox"/> Staff of State/local agency administering the State Plan <input type="checkbox"/> Volunteers of State/local agency administering State Plan <input type="checkbox"/> Persons preparing for employment with State/local agency <input type="checkbox"/> Foster parents			<input type="checkbox"/> Adoptive parents <input type="checkbox"/> Child caring agency staff <input type="checkbox"/> Child placement agency staff <input type="checkbox"/> Other State agency staff (JJ, MH, DD, etc.) <input type="checkbox"/> Other community staff (medical, legal, police)														
<i>Costing method</i>			<i>Estimated total cost</i>														
<input type="checkbox"/> Unit cost per trainee (Tuition/books/supplies per trainee) or <input type="checkbox"/> Cost per class/training function <input checked="" type="checkbox"/> Other (specify) travel/per diem			<table border="1" style="width: 100%; border-collapse: collapse; font-size: small;"> <tr> <td style="width: 15%;">Unit cost</td> <td style="width: 15%;">\$0.00</td> <td style="width: 15%;">No. Trainees</td> <td style="width: 15%;">0</td> <td style="width: 15%;">Total Cost</td> <td style="width: 15%;">\$0.00</td> </tr> <tr> <td>Estim. no. of trainees in class</td> <td></td> <td>8</td> <td></td> <td>Total Cost</td> <td>\$600.00</td> </tr> </table>			Unit cost	\$0.00	No. Trainees	0	Total Cost	\$0.00	Estim. no. of trainees in class		8		Total Cost	\$600.00
Unit cost	\$0.00	No. Trainees	0	Total Cost	\$0.00												
Estim. no. of trainees in class		8		Total Cost	\$600.00												
<i>Cost allocation methodology</i>																	
Describe basis for allocating costs among benefiting programs & funding sources (including application of eligibility rates, where applicable)																	
<i>Indicate all applicable funding sources</i>																	
<input checked="" type="checkbox"/> IV-B-1 (CWS) <input type="checkbox"/> IV-B-2 (PSSF) <input type="checkbox"/> IV-E Foster Care <input type="checkbox"/> IV-E Adoption <input type="checkbox"/> TANF <input type="checkbox"/> SSBG			<input type="checkbox"/> CAPTA <input type="checkbox"/> IV-E Chafee ILP <input type="checkbox"/> State only (mark only if other than non-Fed match) <input type="checkbox"/> Other, Specify <input type="checkbox"/> Other, Specify <input type="checkbox"/> Other, Specify														

"CHECKLIST" FOR ADDRESSING TRAINING ACTIVITIES/EVENTS UNDER THE TITLE IV-B PLAN

(This "checklist" should be used as a guide to ensure that all of the following information is provided in the Plan for each individual training activity planned to be held during the reporting period covered by this update)

<i>Provide a one paragraph brief syllabus of the training activity</i>							
Meetings, training sessions, and consultative visits by Family Services staff. Topic addressed/discussed could range from specific consultation regarding a particular child and/or family, to a training for child welfare staff.							
<i>Indicate which, if any, of the specifically allowable Title IV-E administrative functions this training activity addresses.</i>							
<input checked="" type="checkbox"/>	IV-E Eligibility Determination or Redetermination	<input checked="" type="checkbox"/>	Placement of Child				
<input checked="" type="checkbox"/>	Rate Setting	<input checked="" type="checkbox"/>	Development and Maintenance of Case Plan				
<input checked="" type="checkbox"/>	Hearings and Appeals	<input checked="" type="checkbox"/>	Case Management				
<input checked="" type="checkbox"/>	Referral to Services	<input checked="" type="checkbox"/>	Recruitment/Licensing of Foster/Adoptive Homes and Institutions				
<input checked="" type="checkbox"/>	Preparation for and Participation in Judicial Determinations	<input checked="" type="checkbox"/>	Data Collection and Reporting				
<i>Indicate setting/venue for the training activity</i>				<i>Indicate proposed provider of training activity</i>			
<input type="checkbox"/>	Pre-Service (Trainee not yet employed by State agency)	<input checked="" type="checkbox"/>	In-house agency training staff	Specify			
<input type="checkbox"/>	Initial In-Service (Intensive training to prepare new employees)	<input type="checkbox"/>	Public university ----->				
<input type="checkbox"/>	Continuing In-Service (On-going training for existing employees)	<input type="checkbox"/>	Private university ----->				
<input checked="" type="checkbox"/>	Conference/workshop	<input type="checkbox"/>	Other ----->				
<i>Indicate duration category of the training activity</i>				<i>Specify approximate number of days or hours of training activity</i>			
<input checked="" type="checkbox"/>	Short Term (Less than eight consecutive work weeks)	<input type="text" value="2"/>	Days				
<input type="checkbox"/>	Long Term (Eight or more consecutive work weeks)	<input type="text" value="6"/>	Hours per day				
			Credit hours				
<i>Indicate the audience to receive training</i>							
<input checked="" type="checkbox"/>	Staff of State/local agency administering the State Plan	<input checked="" type="checkbox"/>	Adoptive parents				
<input checked="" type="checkbox"/>	Volunteers of State/local agency administering State Plan	<input checked="" type="checkbox"/>	Child caring agency staff				
<input type="checkbox"/>	Persons preparing for employment with State/local agency	<input checked="" type="checkbox"/>	Child placement agency staff	Specify			
<input checked="" type="checkbox"/>	Foster parents	<input checked="" type="checkbox"/>	Other State agency staff (JJ, MH, DD, etc.)				
		<input checked="" type="checkbox"/>	Other community staff (medical, legal, police)				
<i>Costing method</i>				<i>Estimated total cost</i>			
<input type="checkbox"/>	Unit cost per trainee (Tuition/books/supplies per trainee) or	Unit cost	\$0.00	No. Trainees	0	Total Cost	\$0.00
<input type="checkbox"/>	Cost per class/training function	Estim. no. of trainees in class		1300	Total Cost	\$200,000.00	
<input checked="" type="checkbox"/>	Other (specify) travel/per diem						
<i>Cost allocation methodology</i>							
Describe basis for allocating costs among benefiting programs & funding sources (including application of eligibility rates, where applicable)							
<i>Indicate all applicable funding sources</i>							
<input checked="" type="checkbox"/>	IV-B-1 (CWS)	<input type="checkbox"/>	CAPTA				
<input checked="" type="checkbox"/>	IV-B-2 (PSSF)	<input type="checkbox"/>	IV-E Chafee ILP				
<input checked="" type="checkbox"/>	IV-E Foster Care	<input type="checkbox"/>	State only (mark only if other than non-Fed match)				
<input checked="" type="checkbox"/>	IV-E Adoption	<input type="checkbox"/>	Other, Specify				
<input checked="" type="checkbox"/>	TANF	<input type="checkbox"/>	Other, Specify				
<input checked="" type="checkbox"/>	SSBG	<input type="checkbox"/>	Other, Specify				

"CHECKLIST" FOR ADDRESSING TRAINING ACTIVITIES/EVENTS UNDER THE TITLE IV-B PLAN

(This "checklist" should be used as a guide to ensure that all of the following information is provided in the Plan for each individual training activity planned to be held during the reporting period covered by this update)

<i>Provide a one paragraph brief syllabus of the training activity</i>					
Attendance by one or two members of the Family Services staff at a Building Bridges Initiative in 2016 and/or 2017. Plans per each conference are provided below.					
<i>Indicate which, if any, of the specifically allowable Title IV-E administrative functions this training activity addresses.</i>					
<input type="checkbox"/> IV-E Eligibility Determination or Redetermination	<input checked="" type="checkbox"/>	Placement of Child			
<input type="checkbox"/> Rate Setting	<input type="checkbox"/>	Development and Maintenance of Case Plan			
<input type="checkbox"/> Hearings and Appeals	<input checked="" type="checkbox"/>	Case Management			
<input type="checkbox"/> Referral to Services	<input type="checkbox"/>	Recruitment/Licensing of Foster/Adoptive Homes and Institutions			
<input type="checkbox"/> Preparation for and Participation in Judicial Determinations	<input checked="" type="checkbox"/>	Data Collection and Reporting			
<i>Indicate setting/venue for the training activity</i>			<i>Indicate proposed provider of training activity</i>		
<input type="checkbox"/> Pre-Service (Trainee not yet employed by State agency)	<input type="checkbox"/>	In-house agency training staff		Specify	
<input type="checkbox"/> Initial In-Service (Intensive training to prepare new employees)	<input type="checkbox"/>	Public university ----->			
<input type="checkbox"/> Continuing In-Service (On-going training for existing employees)	<input type="checkbox"/>	Private university ----->			
<input checked="" type="checkbox"/> Conference/workshop	<input checked="" type="checkbox"/>	Other --as arranged by Building Bridges-Initiative Planners----->			
<i>Indicate duration category of the training activity</i>			<i>Specify approximate number of days or hours of training activity</i>		
<input checked="" type="checkbox"/> Short Term (Less than eight consecutive work weeks)	<input type="checkbox"/>	3	Days		
<input type="checkbox"/> Long Term (Eight or more consecutive work weeks)	<input type="checkbox"/>	8	Hours per day		
	<input type="checkbox"/>		Credit hours		
<i>Indicate the audience to receive training</i>					
<input checked="" type="checkbox"/> Staff of State/local agency administering the State Plan	<input type="checkbox"/>	Adoptive parents			
<input type="checkbox"/> Volunteers of State/local agency administering State Plan	<input type="checkbox"/>	Child caring agency staff			
<input type="checkbox"/> Persons preparing for employment with State/local agency	<input type="checkbox"/>	Child placement agency staff			
<input type="checkbox"/> Foster parents	<input type="checkbox"/>	Other State agency staff (JJ, MH, DD, etc.)		Specify	
	<input type="checkbox"/>	Other community staff (medical, legal, police)			
<i>Costing method</i>		<i>Estimated total cost</i>			
<input checked="" type="checkbox"/> Unit cost per trainee (Tuition/books/supplies per trainee) or		Unit cost	\$0.00	No. Trainees	0
<input type="checkbox"/> Cost per class/training function		Estim. no. of trainees in class		1-2	Total Cost
<input type="checkbox"/> Other (specify)		Total Cost			
<i>Cost allocation methodology</i>					
Describe basis for allocating costs among benefiting programs & funding sources (including application of eligibility rates, where applicable)					
<i>Indicate all applicable funding sources</i>					
<input type="checkbox"/> IV-B-1 (CWS)	<input type="checkbox"/>	CAPTA			
<input type="checkbox"/> IV-B-2 (PSSF)	<input checked="" type="checkbox"/>	IV-E Chafee ILP			
<input type="checkbox"/> IV-E Foster Care	<input type="checkbox"/>	State only (mark only if other than non-Fed match)			
<input type="checkbox"/> IV-E Adoption	<input type="checkbox"/>	Other, Specify			
<input type="checkbox"/> TANF	<input type="checkbox"/>	Other, Specify			
<input type="checkbox"/> SSBG	<input type="checkbox"/>	Other, Specify			

"CHECKLIST" FOR ADDRESSING TRAINING ACTIVITIES/EVENTS UNDER THE TITLE IV-B PLAN

(This "checklist" should be used as a guide to ensure that all of the following information is provided in the Plan for each individual training activity planned to be held during the reporting period covered by this update)

*Provide a one paragraph **brief** syllabus of the training activity*

Attendance by Family Services staff at any Region IV Children's Bureau sponsored /coordinated CWCI meeting, during the time frame of FY 2015 - 2019. Plans per each meeting are provided below.

*Indicate which, if any, of the **specifically allowable** Title IV-E administrative functions this training activity addresses.*

<input type="checkbox"/> IV-E Eligibility Determination or Redetermination	<input checked="" type="checkbox"/> Placement of Child
<input type="checkbox"/> Rate Setting	<input checked="" type="checkbox"/> Development and Maintenance of Case Plan
<input type="checkbox"/> Hearings and Appeals	<input checked="" type="checkbox"/> Case Management
<input type="checkbox"/> Referral to Services	<input type="checkbox"/> Recruitment/Licensing of Foster/Adoptive Homes and Institutions
<input type="checkbox"/> Preparation for and Participation in Judicial Determinations	<input type="checkbox"/> Data Collection and Reporting

Indicate setting/venue for the training activity

- ☐ Pre-Service (Trainee not yet employed by State agency)
- ☐ Initial In-Service (Intensive training to prepare new employees)
- ☐ Continuing In-Service (On-going training for existing employees)
- ☒ Conference/workshop

Indicate proposed provider of training activity

- ☐ In-house agency training staff Specify
- ☐ Public university ----->
- ☐ Private university ----->
- ☒ Other - As planned by Region IV staff. ----->

Indicate duration category of the training activity

- ☒ Short Term (Less than eight consecutive work weeks)
- ☐ Long Term (Eight or more consecutive work weeks)

Specify approximate number of days or hours of training activity

- ☐ 2 Days
- ☐ Hours per day
- ☐ Credit hours

Indicate the audience to receive training

- | | |
|--|---|
| <input checked="" type="checkbox"/> Staff of State/local agency administering the State Plan | <input type="checkbox"/> Adoptive parents |
| <input type="checkbox"/> Volunteers of State/local agency administering State Plan | <input type="checkbox"/> Child caring agency staff |
| <input type="checkbox"/> Persons preparing for employment with State/local agency | <input type="checkbox"/> Child placement agency staff |
| <input type="checkbox"/> Foster parents | <input type="checkbox"/> Other State agency staff (JJ, MH, DD, etc.) Specify |
| | <input type="checkbox"/> Other community staff (medical, legal, police) |

Costing method

- ☐ Unit cost per trainee (Tuition/books/supplies per trainee) **or**
- ☐ Cost per class/training function
- ☐ Other (specify)

Estimated total cost

Unit cost	\$0.00	No. Trainees	0	Total Cost	\$0.00
Estim. no. of trainees in class			2	Total Cost	\$1,500.00

Cost allocation methodology

Describe basis for allocating costs among benefiting programs & funding sources (including application of eligibility rates, where applicable)

Indicate all applicable funding sources

- | | |
|--|---|
| <input checked="" type="checkbox"/> IV-B-1 (CWS) - subpart 2 | <input type="checkbox"/> CAPTA |
| <input type="checkbox"/> IV-B-2 (PSSF) | <input type="checkbox"/> IV-E Chafee ILP |
| <input type="checkbox"/> IV-E Foster Care | <input type="checkbox"/> State only (mark only if other than non-Fed match) |
| <input type="checkbox"/> IV-E Adoption | <input type="checkbox"/> Other, Specify |
| <input type="checkbox"/> TANF | <input type="checkbox"/> Other, Specify |
| <input type="checkbox"/> SSBG | <input type="checkbox"/> Other, Specify |

"CHECKLIST" FOR ADDRESSING TRAINING ACTIVITIES/EVENTS UNDER THE TITLE IV-B PLAN

(This "checklist" should be used as a guide to ensure that all of the following information is provided in the Plan for each individual training activity planned to be held during the reporting period covered by this update)

Provide a one paragraph **brief** syllabus of the training activity

Attendance by Family Services staff members to Wendy's Wonderful Kids Summits in FY 2015 - 2019 time frame. Plans per each conference are provided below.

Indicate which, if any, of the **specifically allowable** Title IV-E administrative functions this training activity addresses.

<input type="checkbox"/> IV-E Eligibility Determination or Redetermination	<input type="checkbox"/> Placement of Child
<input type="checkbox"/> Rate Setting	<input checked="" type="checkbox"/> Development and Maintenance of Case Plan
<input type="checkbox"/> Hearings and Appeals	<input type="checkbox"/> Case Management
<input type="checkbox"/> Referral to Services	<input type="checkbox"/> Recruitment/Licensing of Foster/Adoptive Homes and Institutions
<input type="checkbox"/> Preparation for and Participation in Judicial Determinations	<input type="checkbox"/> Data Collection and Reporting

Indicate setting/venue for the training activity

<input type="checkbox"/> Pre-Service (Trainee not yet employed by State agency)
<input type="checkbox"/> Initial In-Service (Intensive training to prepare new employees)
<input type="checkbox"/> Continuing In-Service (On-going training for existing employees)
<input checked="" type="checkbox"/> Conference/workshop

Indicate proposed provider of training activity

<input type="checkbox"/> In-house agency training staff	Specify
<input type="checkbox"/> Public university ----->	
<input type="checkbox"/> Private university ----->	
<input checked="" type="checkbox"/> Other --- As coordinated by the Dave Thomas Found. For Adoption----->	

Indicate duration category of the training activity

<input checked="" type="checkbox"/> Short Term (Less than eight consecutive work weeks)
<input type="checkbox"/> Long Term (Eight or more consecutive work weeks)

Specify approximate number of days or hours of training activity

<input type="checkbox"/> 3 Days
<input type="checkbox"/> Hours per day
<input type="checkbox"/> Credit hours

Indicate the audience to receive training

<input checked="" type="checkbox"/> Staff of State/local agency administering the State Plan	<input type="checkbox"/> Adoptive parents
<input type="checkbox"/> Volunteers of State/local agency administering State Plan	<input type="checkbox"/> Child caring agency staff
<input type="checkbox"/> Persons preparing for employment with State/local agency	<input type="checkbox"/> Child placement agency staff
<input type="checkbox"/> Foster parents	<input type="checkbox"/> Other State agency staff (JJ, MH, DD, etc.)
	<input type="checkbox"/> Other community staff (medical, legal, police)

Costing method

<input type="checkbox"/> Unit cost per trainee (Tuition/books/supplies per trainee) or
<input type="checkbox"/> Cost per class/training function
<input checked="" type="checkbox"/> Other (specify) travel/per diem

Estimated total cost

Unit cost	\$0.00	No. Trainees	0	Total Cost	\$0.00
Estim. no. of trainees in class			2-3	Total Cost	\$6,000.00

Cost allocation methodology

Describe basis for allocating costs among benefiting programs & funding sources (including application of eligibility rates, where applicable)

Indicate all applicable funding sources

<input type="checkbox"/> IV-B-1 (CWS)	<input type="checkbox"/> CAPTA
<input type="checkbox"/> IV-B-2 (PSSF)	<input type="checkbox"/> IV-E Chafee ILP
<input type="checkbox"/> IV-E Foster Care	<input type="checkbox"/> State only (mark only if other than non-Fed match)
<input type="checkbox"/> IV-E Adoption	<input checked="" type="checkbox"/> Other, Specify - Adoption Incentive Funds
<input type="checkbox"/> TANF	<input type="checkbox"/> Other, Specify
<input type="checkbox"/> SSBG	<input type="checkbox"/> Other, Specify

"CHECKLIST" FOR ADDRESSING TRAINING ACTIVITIES/EVENTS UNDER THE TITLE IV-B PLAN

(This "checklist" should be used as a guide to ensure that all of the following information is provided in the Plan for each individual training activity planned to be held during the reporting period covered by this update)

Provide a one paragraph **brief** syllabus of the training activity

Attendance by staff members from Family Services at a Foster Care Youth Summit in the time frame of FY 2015 - 2019. Plans per each conference are provided below.

Indicate which, if any, of the **specifically allowable** Title IV-E administrative functions this training activity addresses.

<input type="checkbox"/> IV-E Eligibility Determination or Redetermination	<input checked="" type="checkbox"/>	Placement of Child
<input type="checkbox"/> Rate Setting	<input type="checkbox"/>	Development and Maintenance of Case Plan
<input type="checkbox"/> Hearings and Appeals	<input checked="" type="checkbox"/>	Case Management
<input checked="" type="checkbox"/> Referral to Services	<input type="checkbox"/>	Recruitment/Licensing of Foster/Adoptive Homes and Institutions
<input type="checkbox"/> Preparation for and Participation in Judicial Determinations	<input checked="" type="checkbox"/>	Data Collection and Reporting

Indicate setting/venue for the training activity

<input type="checkbox"/> Pre-Service (Trainee not yet employed by State agency)
<input type="checkbox"/> Initial In-Service (Intensive training to prepare new employees)
<input type="checkbox"/> Continuing In-Service (On-going training for existing employees)
<input checked="" type="checkbox"/> Conference/workshop

Indicate proposed provider of training activity

<input type="checkbox"/> In-house agency training staff	Specify
<input type="checkbox"/> Public university ----->	
<input type="checkbox"/> Private university ----->	
<input checked="" type="checkbox"/> Other - as arranged by Children's Bureau staff----->	

Indicate duration category of the training activity

<input checked="" type="checkbox"/> Short Term (Less than eight consecutive work weeks)
<input type="checkbox"/> Long Term (Eight or more consecutive work weeks)

Specify approximate number of days or hours of training activity

<input type="checkbox"/> 2 Days
<input type="checkbox"/> 8 Hours per day
<input type="checkbox"/> Credit hours

Indicate the audience to receive training

<input checked="" type="checkbox"/> Staff of State/local agency administering the State Plan	<input type="checkbox"/> Adoptive parents
<input type="checkbox"/> Volunteers of State/local agency administering State Plan	<input type="checkbox"/> Child caring agency staff
<input type="checkbox"/> Persons preparing for employment with State/local agency	<input type="checkbox"/> Child placement agency staff
<input type="checkbox"/> Foster parents	<input type="checkbox"/> Other State agency staff (JJ, MH, DD, etc.)
	<input type="checkbox"/> Other community staff (medical, legal, police)

Costing method

<input type="checkbox"/> Unit cost per trainee (Tuition/books/supplies per trainee) or
<input type="checkbox"/> Cost per class/training function
<input type="checkbox"/> Other (specify)

Estimated total cost

Unit cost	\$0.00	No. Trainees	0	Total Cost	\$0.00
Estim. no. of trainees in class		1-2	Total Cost	\$1,200.00	

Cost allocation methodology

Describe basis for allocating costs among benefiting programs & funding sources (including application of eligibility rates, where applicable)

Indicate all applicable funding sources

<input type="checkbox"/> IV-B-1 (CWS)	<input type="checkbox"/> CAPTA
<input type="checkbox"/> IV-B-2 (PSSF)	<input checked="" type="checkbox"/> IV-E Chafee ILP
<input type="checkbox"/> IV-E Foster Care	<input type="checkbox"/> State only (mark only if other than non-Fed match)
<input type="checkbox"/> IV-E Adoption	<input type="checkbox"/> Other, Specify
<input type="checkbox"/> TANF	<input type="checkbox"/> Other, Specify
<input type="checkbox"/> SSBG	<input type="checkbox"/> Other, Specify

"CHECKLIST" FOR ADDRESSING TRAINING ACTIVITIES/EVENTS UNDER THE TITLE IV-B PLAN

(This "checklist" should be used as a guide to ensure that all of the following information is provided in the Plan for each individual training activity planned to be held during the reporting period covered by this update)

<i>Provide a one paragraph brief syllabus of the training activity</i>																	
Family Services staff members attendance at National ICAMA Conferences in FY's 2015-2019. Plans per each conference are provided below. The Interstate Compact on Adoption and Medical Assistance (ICAMA) is the avenue for Medicaid to be open for adopted children with active subsidy agreements when they move across state lines. Alabama DHR's deputy compact administrator is responsible for ICAMA for our agency. In 2015 the ICAMA database was launched to make the process more efficient. At the 2016 National Meeting there was discussion regarding issues and improvements to the database. Additionally, briefings on Title IV-E eligibility and implications for Medicaid were discussed as well as implications from the Supreme Court ruling in Obergefell v. Hodges on adoption assistance agreements (subsidy agreements). The networking with other state administrators assists in the efficiency and effectiveness in maintaining open Medicaid for adopted children when they move to another state.																	
<i>Indicate which, if any, of the specifically allowable Title IV-E administrative functions this training activity addresses.</i>																	
<input type="checkbox"/> IV-E Eligibility Determination or Redetermination <input type="checkbox"/> Rate Setting <input type="checkbox"/> Hearings and Appeals <input type="checkbox"/> Referral to Services <input type="checkbox"/> Preparation for and Participation in Judicial Determinations			<input type="checkbox"/> Placement of Child <input checked="" type="checkbox"/> Development and Maintenance of Case Plan <input type="checkbox"/> Case Management <input type="checkbox"/> Recruitment/Licensing of Foster/Adoptive Homes and Institutions <input type="checkbox"/> Data Collection and Reporting														
<i>Indicate setting/venue for the training activity</i>			<i>Indicate proposed provider of training activity</i>														
<input type="checkbox"/> Pre-Service (Trainee not yet employed by State agency) <input type="checkbox"/> Initial In-Service (Intensive training to prepare new employees) <input type="checkbox"/> Continuing In-Service (On-going training for existing employees) <input checked="" type="checkbox"/> Conference/workshop			<input type="checkbox"/> In-house agency training staff <input type="checkbox"/> Public university -----> Specify <input type="checkbox"/> Private university -----> <input type="checkbox"/> Other ----->														
<i>Indicate duration category of the training activity</i>			<i>Specify approximate number of days or hours of training activity</i>														
<input checked="" type="checkbox"/> Short Term (Less than eight consecutive work weeks) <input type="checkbox"/> Long Term (Eight or more consecutive work weeks)			<input type="checkbox"/> 3 Days <input type="checkbox"/> Hours per day <input type="checkbox"/> Credit hours														
<i>Indicate the audience to receive training</i>																	
<input checked="" type="checkbox"/> Staff of State/local agency administering the State Plan <input type="checkbox"/> Volunteers of State/local agency administering State Plan <input type="checkbox"/> Persons preparing for employment with State/local agency <input type="checkbox"/> Foster parents			<input type="checkbox"/> Adoptive parents <input type="checkbox"/> Child caring agency staff <input type="checkbox"/> Child placement agency staff <input type="checkbox"/> Other State agency staff (JJ, MH, DD, etc.) Specify <input type="checkbox"/> Other community staff (medical, legal, police)														
<i>Costing method</i>			<i>Estimated total cost</i>														
<input type="checkbox"/> Unit cost per trainee (Tuition/books/supplies per trainee) or <input type="checkbox"/> Cost per class/training function <input checked="" type="checkbox"/> Other (specify) travel/per diem			<table border="1" style="width: 100%; border-collapse: collapse; font-size: small;"> <tr> <td style="width: 15%;">Unit cost</td> <td style="width: 15%;">\$0.00</td> <td style="width: 15%;">No. Trainees</td> <td style="width: 15%;">0</td> <td style="width: 15%;">Total Cost</td> <td style="width: 15%;">\$0.00</td> </tr> <tr> <td>Estim. no. of trainees in class</td> <td></td> <td></td> <td>1</td> <td>Total Cost</td> <td>\$3,025.00</td> </tr> </table>			Unit cost	\$0.00	No. Trainees	0	Total Cost	\$0.00	Estim. no. of trainees in class			1	Total Cost	\$3,025.00
Unit cost	\$0.00	No. Trainees	0	Total Cost	\$0.00												
Estim. no. of trainees in class			1	Total Cost	\$3,025.00												
<i>Cost allocation methodology</i>																	
Describe basis for allocating costs among benefiting programs & funding sources (including application of eligibility rates, where applicable)																	
<i>Indicate all applicable funding sources</i>																	
<input type="checkbox"/> IV-B-1 (CWS) <input type="checkbox"/> IV-B-2 (PSSF) <input type="checkbox"/> IV-E Foster Care <input type="checkbox"/> IV-E Adoption <input type="checkbox"/> TANF <input type="checkbox"/> SSBG			<input type="checkbox"/> CAPTA <input type="checkbox"/> IV-E Chafee ILP <input type="checkbox"/> State only (mark only if other than non-Fed match) <input checked="" type="checkbox"/> Other, Specify - Adoption Incentive Funds <input type="checkbox"/> Other, Specify <input type="checkbox"/> Other, Specify														

"CHECKLIST" FOR ADDRESSING TRAINING ACTIVITIES/EVENTS UNDER THE TITLE IV-B PLAN

(This "checklist" should be used as a guide to ensure that all of the following information is provided in the Plan for each individual training activity planned to be held during the reporting period covered by this update)

Provide a one paragraph brief syllabus of the training activity								
Attendance of Family Services staff to the Annual Conference of NACAC. in FY's 2015 - 2019. Plans per each conference are provided below. NACAC is the North American Council on Adoptable Children. NACAC hosts an annual conference for adoptive, kinship and foster parents; child welfare professionals; adoptees, foster care alumni and other child advocates. This year's conference was held in Nashville, TN and the theme was "You Are Not Alone: Building a Community to Support Permanency". It offered 80+ sessions on topic-specific tracks, including adoption support and preservation, core issues in adoption, issues in adoption therapy, kinship care and birth family connections; parenting children with special needs; older children and youth; race, culture, and diversity; recruitment and pre-adoption services. This year Alabama DHR sent three staff: one from our legal division, one from a county Department (assistant director responsible for child welfare) and one from the State DHR Office of Adoption.								
Indicate which, if any, of the specifically allowable Title IV-E administrative functions this training activity addresses.								
<input type="checkbox"/> IV-E Eligibility Determination or Redetermination		<input checked="" type="checkbox"/> Placement of Child						
<input type="checkbox"/> Rate Setting		<input checked="" type="checkbox"/> Development and Maintenance of Case Plan						
<input type="checkbox"/> Hearings and Appeals		<input type="checkbox"/> Case Management						
<input type="checkbox"/> Referral to Services		<input type="checkbox"/> Recruitment/Licensing of Foster/Adoptive Homes and Institutions						
<input type="checkbox"/> Preparation for and Participation in Judicial Determinations		<input type="checkbox"/> Data Collection and Reporting						
Indicate setting/venue for the training activity			Indicate proposed provider of training activity					
<input type="checkbox"/> Pre-Service (Trainee not yet employed by State agency)		<input type="checkbox"/> In-house agency training staff		Specify				
<input type="checkbox"/> Initial In-Service (Intensive training to prepare new employees)		<input type="checkbox"/> Public university ----->						
<input type="checkbox"/> Continuing In-Service (On-going training for existing employees)		<input type="checkbox"/> Private university ----->						
<input checked="" type="checkbox"/> Conference/workshop		<input type="checkbox"/> Other ----->						
Indicate duration category of the training activity			Specify approximate number of days or hours of training activity					
<input checked="" type="checkbox"/> Short Term (Less than eight consecutive work weeks)		<input type="checkbox"/> 4 Days						
<input type="checkbox"/> Long Term (Eight or more consecutive work weeks)		<input type="checkbox"/> Hours per day						
		<input type="checkbox"/> Credit hours						
Indicate the audience to receive training								
<input checked="" type="checkbox"/> Staff of State/local agency administering the State Plan		<input type="checkbox"/> Adoptive parents						
<input type="checkbox"/> Volunteers of State/local agency administering State Plan		<input type="checkbox"/> Child caring agency staff						
<input type="checkbox"/> Persons preparing for employment with State/local agency		<input type="checkbox"/> Child placement agency staff						
<input type="checkbox"/> Foster parents		<input type="checkbox"/> Other State agency staff (JJ, MH, DD, etc.)		Specify				
		<input type="checkbox"/> Other community staff (medical, legal, police)						
Costing method			Estimated total cost					
<input type="checkbox"/> Unit cost per trainee (Tuition/books/supplies per trainee) or			Unit cost	\$0.00	No. Trainees	0	Total Cost	\$0.00
<input type="checkbox"/> Cost per class/training function			Estim. no. of trainees in class		2	Total Cost	\$4,600.00	
<input checked="" type="checkbox"/> Other (specify) travel/per diem								
Cost allocation methodology								
Describe basis for allocating costs among benefiting programs & funding sources (including application of eligibility rates, where applicable)								
Indicate all applicable funding sources								
<input type="checkbox"/> IV-B-1 (CWS)		<input type="checkbox"/> CAPTA						
<input type="checkbox"/> IV-B-2 (PSSF)		<input type="checkbox"/> IV-E Chafee ILP						
<input type="checkbox"/> IV-E Foster Care		<input type="checkbox"/> State only (mark only if other than non-Fed match)						
<input type="checkbox"/> IV-E Adoption		<input checked="" type="checkbox"/> Other, Specify - Adoption Incentive Funds						
<input type="checkbox"/> TANF		<input type="checkbox"/> Other, Specify						
<input type="checkbox"/> SSBG		<input type="checkbox"/> Other, Specify						

"CHECKLIST" FOR ADDRESSING TRAINING ACTIVITIES/EVENTS UNDER THE TITLE IV-B PLAN

(This "checklist" should be used as a guide to ensure that all of the following information is provided in the Plan for each individual training activity planned to be held during the reporting period covered by this update)

<i>Provide a one paragraph brief syllabus of the training activity</i>							
Family Services Policy training sessions for child welfare staff for remaining FY16 and FY17.							
<i>Indicate which, if any, of the specifically allowable Title IV-E administrative functions this training activity addresses.</i>							
<input type="checkbox"/> IV-E Eligibility Determination or Redetermination	<input checked="" type="checkbox"/> Placement of Child						
<input type="checkbox"/> Rate Setting	<input checked="" type="checkbox"/> Development and Maintenance of Case Plan						
<input type="checkbox"/> Hearings and Appeals	<input checked="" type="checkbox"/> Case Management						
<input type="checkbox"/> Referral to Services	<input checked="" type="checkbox"/> Recruitment/Licensing of Foster/Adoptive Homes and Institutions						
<input type="checkbox"/> Preparation for and Participation in Judicial Determinations	<input type="checkbox"/> Data Collection and Reporting						
<i>Indicate setting/venue for the training activity</i>				<i>Indicate proposed provider of training activity</i>			
<input type="checkbox"/> Pre-Service (Trainee not yet employed by State agency)	<input checked="" type="checkbox"/> In-house agency training staff	Specify					
<input type="checkbox"/> Initial In-Service (Intensive training to prepare new employees)	<input type="checkbox"/> Public university ----->						
<input type="checkbox"/> Continuing In-Service (On-going training for existing employees)	<input type="checkbox"/> Private university ----->						
<input checked="" type="checkbox"/> Conference/workshop	<input type="checkbox"/> Other - ----->						
<i>Indicate duration category of the training activity</i>				<i>Specify approximate number of days or hours of training activity</i>			
<input checked="" type="checkbox"/> Short Term (Less than eight consecutive work weeks)	<input type="checkbox"/> 4 Days						
<input type="checkbox"/> Long Term (Eight or more consecutive work weeks)	<input type="checkbox"/> 8 Hours per day						
	<input type="checkbox"/> Credit hours						
<i>Indicate the audience to receive training</i>							
<input checked="" type="checkbox"/> Staff of State/local agency administering the State Plan	<input type="checkbox"/> Adoptive parents						
<input type="checkbox"/> Volunteers of State/local agency administering State Plan	<input type="checkbox"/> Child caring agency staff						
<input type="checkbox"/> Persons preparing for employment with State/local agency	<input type="checkbox"/> Child placement agency staff	Specify					
<input type="checkbox"/> Foster parents	<input type="checkbox"/> Other State agency staff (JJ, MH, DD, etc.)						
	<input type="checkbox"/> Other community staff (medical, legal, police)						
<i>Costing method</i>				<i>Estimated total cost</i>			
<input type="checkbox"/> Unit cost per trainee (Tuition/books/supplies per trainee) or	Unit cost	\$0.00	No. Trainees	0	Total Cost	\$0.00	
<input type="checkbox"/> Cost per class/training function	Estim. no. of trainees in class		1007	Total Cost	\$127,745.00		
<input type="checkbox"/> Other (specify)							
<i>Cost allocation methodology</i>							
Describe basis for allocating costs among benefiting programs & funding sources (including application of eligibility rates, where applicable)							
<i>Indicate all applicable funding sources</i>							
<input type="checkbox"/> IV-B-1 (CWS)	<input type="checkbox"/> CAPTA						
<input type="checkbox"/> IV-B-2 (PSSF)	<input type="checkbox"/> IV-E Chafee ILP						
<input type="checkbox"/> IV-E Foster Care	<input type="checkbox"/> State only (mark only if other than non-Fed match)						
<input type="checkbox"/> IV-E Adoption	<input checked="" type="checkbox"/> Other, Specify - Caseworker visit funds						
<input type="checkbox"/> TANF	<input type="checkbox"/> Other, Specify						
<input type="checkbox"/> SSBG	<input type="checkbox"/> Other, Specify						

"CHECKLIST" FOR ADDRESSING TRAINING ACTIVITIES/EVENTS UNDER THE TITLE IV-B PLAN

(This "checklist" should be used as a guide to ensure that all of the following information is provided in the Plan for each individual training activity planned to be held during the reporting period covered by this update)

Provide a one paragraph <i>brief</i> syllabus of the training activity											
Attendance of Family Services staff at the IV-E Waiver Grantee Meeting in FY's 2015 - 2019. Plans per each conference are provided below.											
Indicate which, if any, of the <i>specifically allowable</i> Title IV-E administrative functions this training activity addresses.											
<input checked="" type="checkbox"/> IV-E Eligibility Determination or Redetermination <input type="checkbox"/> Rate Setting <input type="checkbox"/> Hearings and Appeals <input type="checkbox"/> Referral to Services <input type="checkbox"/> Preparation for and Participation in Judicial Determinations					<input type="checkbox"/> Placement of Child <input checked="" type="checkbox"/> Development and Maintenance of Case Plan <input type="checkbox"/> Case Management <input type="checkbox"/> Recruitment/Licensing of Foster/Adoptive Homes and Institutions <input checked="" type="checkbox"/> Data Collection and Reporting						
Indicate setting/venue for the training activity					Indicate proposed provider of training activity						
<input type="checkbox"/> Pre-Service (Trainee not yet employed by State agency) <input type="checkbox"/> Initial In-Service (Intensive training to prepare new employees) <input type="checkbox"/> Continuing In-Service (On-going training for existing employees) <input checked="" type="checkbox"/> Conference/workshop					<input type="checkbox"/> In-house agency training staff <input type="checkbox"/> Public university -----> <input type="checkbox"/> Private university -----> <input checked="" type="checkbox"/> Other as arranged by Children's Bureau staff.----->						
Indicate duration category of the training activity					Specify approximate number of days or hours of training activity						
<input checked="" type="checkbox"/> Short Term (Less than eight consecutive work weeks) <input type="checkbox"/> Long Term (Eight or more consecutive work weeks)					<input type="checkbox"/> 3 Days <input type="checkbox"/> 8 Hours per day <input type="checkbox"/> Credit hours						
Indicate the audience to receive training											
<input checked="" type="checkbox"/> Staff of State/local agency administering the State Plan <input type="checkbox"/> Volunteers of State/local agency administering State Plan <input type="checkbox"/> Persons preparing for employment with State/local agency <input type="checkbox"/> Foster parents					<input type="checkbox"/> Adoptive parents <input type="checkbox"/> Child caring agency staff <input type="checkbox"/> Child placement agency staff <input type="checkbox"/> Other State agency staff (JJ, MH, DD, etc.) Specify <input type="checkbox"/> Other community staff (medical, legal, police)						
Costing method					Estimated total cost						
<input type="checkbox"/> Unit cost per trainee (Tuition/books/supplies per trainee) or					Unit cost		\$0.00	No. Trainees	0	Total Cost	\$0.00
<input type="checkbox"/> Cost per class/training function					Estim. no. of trainees in class				2	Total Cost	\$2,200.00
<input type="checkbox"/> Other (specify)											
Cost allocation methodology											
Describe basis for allocating costs among benefiting programs & funding sources (including application of eligibility rates, where applicable)											
Indicate all applicable funding sources											
<input checked="" type="checkbox"/> IV-B-1 (CWS) <input type="checkbox"/> IV-B-2 (PSSF) <input checked="" type="checkbox"/> IV-E Foster Care <input type="checkbox"/> IV-E Adoption <input type="checkbox"/> TANF <input type="checkbox"/> SSBG					<input type="checkbox"/> CAPTA <input type="checkbox"/> IV-E Chafee ILP <input type="checkbox"/> State only (mark only if other than non-Fed match) <input type="checkbox"/> Other, Specify <input type="checkbox"/> Other, Specify <input type="checkbox"/> Other, Specify						

"CHECKLIST" FOR ADDRESSING TRAINING ACTIVITIES/EVENTS UNDER THE TITLE IV-B PLAN

(This "checklist" should be used as a guide to ensure that all of the following information is provided in the Plan for each individual training activity planned to be held during the reporting period covered by this update)

<i>Provide a one paragraph brief syllabus of the training activity</i>								
Attendance of Family Services staff at the Child Welfare League of America Conference in FY's 2015 - 2019. Plans per each conference are provided below.								
<i>Indicate which, if any, of the specifically allowable Title IV-E administrative functions this training activity addresses.</i>								
<input type="checkbox"/> IV-E Eligibility Determination or Redetermination <input type="checkbox"/> Rate Setting <input type="checkbox"/> Hearings and Appeals <input type="checkbox"/> Referral to Services <input type="checkbox"/> Preparation for and Participation in Judicial Determinations			<input checked="" type="checkbox"/> Placement of Child <input checked="" type="checkbox"/> Development and Maintenance of Case Plan <input type="checkbox"/> Case Management <input type="checkbox"/> Recruitment/Licensing of Foster/Adoptive Homes and Institutions <input type="checkbox"/> Data Collection and Reporting					
<i>Indicate setting/venue for the training activity</i>			<i>Indicate proposed provider of training activity</i>					
<input type="checkbox"/> Pre-Service (Trainee not yet employed by State agency) <input type="checkbox"/> Initial In-Service (Intensive training to prepare new employees) <input type="checkbox"/> Continuing In-Service (On-going training for existing employees) <input checked="" type="checkbox"/> Conference/workshop			<input type="checkbox"/> In-house agency training staff <input type="checkbox"/> Public university -----> <input type="checkbox"/> Private university -----> <input checked="" type="checkbox"/> Other ----as scheduled by CWLA ----->					
<i>Indicate duration category of the training activity</i>			<i>Specify approximate number of days or hours of training activity</i>					
<input checked="" type="checkbox"/> Short Term (Less than eight consecutive work weeks) <input type="checkbox"/> Long Term (Eight or more consecutive work weeks)			<input type="checkbox"/> 3 Days <input type="checkbox"/> Hours per day <input type="checkbox"/> Credit hours					
<i>Indicate the audience to receive training</i>								
<input checked="" type="checkbox"/> Staff of State/local agency administering the State Plan <input type="checkbox"/> Volunteers of State/local agency administering State Plan <input type="checkbox"/> Persons preparing for employment with State/local agency <input type="checkbox"/> Foster parents			<input type="checkbox"/> Adoptive parents <input type="checkbox"/> Child caring agency staff <input type="checkbox"/> Child placement agency staff <input type="checkbox"/> Other State agency staff (JJ, MH, DD, etc.) <input type="checkbox"/> Other community staff (medical, legal, police) 					
<i>Costing method</i>			<i>Estimated total cost</i>					
<input type="checkbox"/> Unit cost per trainee (Tuition/books/supplies per trainee) or			Unit cost	\$0.00	No. Trainees	0	Total Cost	\$0.00
<input type="checkbox"/> Cost per class/training function			Estim. no. of trainees in class		1		Total Cost	\$913.00
<input type="checkbox"/> Other (specify)								
<i>Cost allocation methodology</i>								
Describe basis for allocating costs among benefiting programs & funding sources (including application of eligibility rates, where applicable)								
<i>Indicate all applicable funding sources</i>								
<input type="checkbox"/> IV-B-1 (CWS) <input type="checkbox"/> IV-B-2 (PSSF) <input type="checkbox"/> IV-E Foster Care <input type="checkbox"/> IV-E Adoption <input type="checkbox"/> TANF <input type="checkbox"/> SSBG			<input type="checkbox"/> CAPTA <input type="checkbox"/> IV-E Chafee ILP <input type="checkbox"/> State only (mark only if other than non-Fed match) <input type="checkbox"/> Other, Specify <input type="checkbox"/> Other, Specify <input checked="" type="checkbox"/> Other, Specify - Caseworker visit funds					

"CHECKLIST" FOR ADDRESSING TRAINING ACTIVITIES/EVENTS UNDER THE TITLE IV-B PLAN

(This "checklist" should be used as a guide to ensure that all of the following information is provided in the Plan for each individual training activity planned to be held during the reporting period covered by this update)

<i>Provide a one paragraph brief syllabus of the training activity</i>																	
Guardian-ad-litem training delivered/attended by Family Services staff in FY's 2015 - 2019. Plans per each conference are provided below.																	
<i>Indicate which, if any, of the specifically allowable Title IV-E administrative functions this training activity addresses.</i>																	
<input type="checkbox"/> IV-E Eligibility Determination or Redetermination <input type="checkbox"/> Rate Setting <input type="checkbox"/> Hearings and Appeals <input type="checkbox"/> Referral to Services <input type="checkbox"/> Preparation for and Participation in Judicial Determinations			<input checked="" type="checkbox"/> Placement of Child <input checked="" type="checkbox"/> Development and Maintenance of Case Plan <input type="checkbox"/> Case Management <input type="checkbox"/> Recruitment/Licensing of Foster/Adoptive Homes and Institutions <input type="checkbox"/> Data Collection and Reporting														
<i>Indicate setting/venue for the training activity</i>			<i>Indicate proposed provider of training activity</i>														
<input type="checkbox"/> Pre-Service (Trainee not yet employed by State agency) <input type="checkbox"/> Initial In-Service (Intensive training to prepare new employees) <input type="checkbox"/> Continuing In-Service (On-going training for existing employees) <input checked="" type="checkbox"/> Conference/workshop			<input type="checkbox"/> In-house agency training staff <input type="checkbox"/> Public university -----> Specify <input type="checkbox"/> Private university -----> <input type="checkbox"/> Other ----->														
<i>Indicate duration category of the training activity</i>			<i>Specify approximate number of days or hours of training activity</i>														
<input checked="" type="checkbox"/> Short Term (Less than eight consecutive work weeks) <input type="checkbox"/> Long Term (Eight or more consecutive work weeks)			<input type="checkbox"/> 1 Days <input type="checkbox"/> Hours per day <input type="checkbox"/> Credit hours														
<i>Indicate the audience to receive training</i>																	
<input checked="" type="checkbox"/> Staff of State/local agency administering the State Plan <input type="checkbox"/> Volunteers of State/local agency administering State Plan <input type="checkbox"/> Persons preparing for employment with State/local agency <input type="checkbox"/> Foster parents			<input type="checkbox"/> Adoptive parents <input type="checkbox"/> Child caring agency staff <input type="checkbox"/> Child placement agency staff <input type="checkbox"/> Other State agency staff (JJ, MH, DD, etc.) Specify <input type="checkbox"/> Other community staff (medical, legal, police)														
<i>Costing method</i>			<i>Estimated total cost</i>														
<input type="checkbox"/> Unit cost per trainee (Tuition/books/supplies per trainee) or <input type="checkbox"/> Cost per class/training function <input checked="" type="checkbox"/> Other (specify) travel/per diem			<table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <tr> <td style="width: 15%;">Unit cost</td> <td style="width: 15%;">\$0.00</td> <td style="width: 15%;">No. Trainees</td> <td style="width: 15%;">0</td> <td style="width: 15%;">Total Cost</td> <td style="width: 15%;">\$0.00</td> </tr> <tr> <td>Estim. no. of trainees in class</td> <td></td> <td></td> <td>2</td> <td>Total Cost</td> <td>\$150.00</td> </tr> </table>			Unit cost	\$0.00	No. Trainees	0	Total Cost	\$0.00	Estim. no. of trainees in class			2	Total Cost	\$150.00
Unit cost	\$0.00	No. Trainees	0	Total Cost	\$0.00												
Estim. no. of trainees in class			2	Total Cost	\$150.00												
<i>Cost allocation methodology</i>																	
Describe basis for allocating costs among benefiting programs & funding sources (including application of eligibility rates, where applicable)																	
<i>Indicate all applicable funding sources</i>																	
<input checked="" type="checkbox"/> IV-B-1 (CWS) <input type="checkbox"/> IV-B-2 (PSSF) <input type="checkbox"/> IV-E Foster Care <input type="checkbox"/> IV-E Adoption <input type="checkbox"/> TANF <input type="checkbox"/> SSBG			<input type="checkbox"/> CAPTA <input type="checkbox"/> IV-E Chafee ILP <input type="checkbox"/> State only (mark only if other than non-Fed match) <input type="checkbox"/> Other, Specify <input type="checkbox"/> Other, Specify <input type="checkbox"/> Other, Specify														

"CHECKLIST" FOR ADDRESSING TRAINING ACTIVITIES/EVENTS UNDER THE TITLE IV-B PLAN

(This "checklist" should be used as a guide to ensure that all of the following information is provided in the Plan for each individual training activity planned to be held during the reporting period covered by this update)

<i>Provide a one paragraph brief syllabus of the training activity</i>								
Attendance of Family Services staff at the National Conference on Child Abuse and Neglect in FY's 2015 - 2019. Plans per each conference are provided below.								
<i>Indicate which, if any, of the specifically allowable Title IV-E administrative functions this training activity addresses.</i>								
<input type="checkbox"/> IV-E Eligibility Determination or Redetermination <input type="checkbox"/> Rate Setting <input type="checkbox"/> Hearings and Appeals <input type="checkbox"/> Referral to Services <input type="checkbox"/> Preparation for and Participation in Judicial Determinations			<input type="checkbox"/> Placement of Child <input type="checkbox"/> Development and Maintenance of Case Plan <input type="checkbox"/> Case Management <input type="checkbox"/> Recruitment/Licensing of Foster/Adoptive Homes and Institutions <input type="checkbox"/> Data Collection and Reporting					
<i>Indicate setting/venue for the training activity</i>			<i>Indicate proposed provider of training activity</i>					
<input type="checkbox"/> Pre-Service (Trainee not yet employed by State agency) <input type="checkbox"/> Initial In-Service (Intensive training to prepare new employees) <input type="checkbox"/> Continuing In-Service (On-going training for existing employees) <input checked="" type="checkbox"/> Conference/workshop			<input type="checkbox"/> In-house agency training staff <input type="checkbox"/> Public university -----> Specify <input type="checkbox"/> Private university -----> <input type="checkbox"/> Other ----->					
<i>Indicate duration category of the training activity</i>			<i>Specify approximate number of days or hours of training activity</i>					
<input checked="" type="checkbox"/> Short Term (Less than eight consecutive work weeks) <input type="checkbox"/> Long Term (Eight or more consecutive work weeks)			<input type="checkbox"/> 3 Days <input type="checkbox"/> Hours per day <input type="checkbox"/> Credit hours					
<i>Indicate the audience to receive training</i>								
<input checked="" type="checkbox"/> Staff of State/local agency administering the State Plan <input type="checkbox"/> Volunteers of State/local agency administering State Plan <input type="checkbox"/> Persons preparing for employment with State/local agency <input type="checkbox"/> Foster parents			<input type="checkbox"/> Adoptive parents <input type="checkbox"/> Child caring agency staff <input type="checkbox"/> Child placement agency staff <input type="checkbox"/> Other State agency staff (JJ, MH, DD, etc.) Specify <input type="checkbox"/> Other community staff (medical, legal, police)					
<i>Costing method</i>			<i>Estimated total cost</i>					
<input type="checkbox"/> Unit cost per trainee (Tuition/books/supplies per trainee) or			Unit cost	\$0.00	No. Trainees	0	Total Cost	\$0.00
<input type="checkbox"/> Cost per class/training function			Estim. no. of trainees in class		2		Total Cost	\$2,900.00
<input checked="" type="checkbox"/> Other (specify) travel/per diem								
<i>Cost allocation methodology</i>								
Describe basis for allocating costs among benefiting programs & funding sources (including application of eligibility rates, where applicable)								
<i>Indicate all applicable funding sources</i>								
<input type="checkbox"/> IV-B-1 (CWS) <input type="checkbox"/> IV-B-2 (PSSF) <input type="checkbox"/> IV-E Foster Care <input type="checkbox"/> IV-E Adoption <input type="checkbox"/> TANF <input type="checkbox"/> SSBG			<input checked="" type="checkbox"/> CAPTA <input type="checkbox"/> IV-E Chafee ILP <input type="checkbox"/> State only (mark only if other than non-Fed match) <input type="checkbox"/> Other, Specify <input type="checkbox"/> Other, Specify <input type="checkbox"/> Other, Specify					

"CHECKLIST" FOR ADDRESSING TRAINING ACTIVITIES/EVENTS UNDER THE TITLE IV-B PLAN

(This "checklist" should be used as a guide to ensure that all of the following information is provided in the Plan for each individual training activity planned to be held during the reporting period covered by this update)

Provide a one paragraph **brief** syllabus of the training activity

Master level Certification in Trauma Informed Partnering for Safety (TIPS) for TIPS Trainers Consists of a 3 Day Consultation with Children's Alliance of Kansas.

OCWT-2

Indicate which, if any, of the **specifically allowable** Title IV-E administrative functions this training activity addresses.

<input checked="" type="checkbox"/>	IV-E Eligibility Determination or Redetermination	<input checked="" type="checkbox"/>	Placement of Child
<input type="checkbox"/>	Rate Setting	<input type="checkbox"/>	Development and Maintenance of Case Plan
<input type="checkbox"/>	Hearings and Appeals	<input type="checkbox"/>	Case Management
<input type="checkbox"/>	Referral to Services	<input checked="" type="checkbox"/>	Recruitment/Licensing of Foster/Adoptive Homes and Institutions
<input type="checkbox"/>	Preparation for and Participation in Judicial Determinations	<input type="checkbox"/>	Data Collection and Reporting

Indicate setting/venue for the training activity

Indicate proposed provider of training activity

<input type="checkbox"/>	Pre-Service (Trainee not yet employed by State agency)	<input type="checkbox"/>	In-house agency training staff	Specify
<input type="checkbox"/>	Initial In-Service (Intensive training to prepare new employees)	<input type="checkbox"/>	Public university	
<input type="checkbox"/>	Continuing In-Service (On-going training for existing employees)	<input type="checkbox"/>	Private university	
<input checked="" type="checkbox"/>	Conference/workshop	<input checked="" type="checkbox"/>	Other	Children's Alliance of Kansas

Indicate duration category of the training activity

Specify approximate number of days or hours of training activity

<input checked="" type="checkbox"/>	Short Term (Less than eight consecutive work weeks)	3	Days
<input type="checkbox"/>	Long Term (Eight or more consecutive work weeks)		Hours per day
		18	Credit hours

Indicate the audience to receive training

<input checked="" type="checkbox"/>	Staff of State/local agency administering the State Plan	<input checked="" type="checkbox"/>	Adoptive parents
<input type="checkbox"/>	Volunteers of State/local agency administering State Plan	<input type="checkbox"/>	Child caring agency staff
<input type="checkbox"/>	Persons preparing for employment with State/local agency	<input checked="" type="checkbox"/>	Child placement agency staff
<input type="checkbox"/>	Foster parents	<input type="checkbox"/>	Other State agency staff (JJ, MH, DD, etc.)
			Other community staff (medical, legal, police)

Costing method

Estimated total cost

<input type="checkbox"/>	Unit cost per trainee (Tuition/books/supplies per trainee) or	Unit cost	\$0.00	No. Trainee	0	Total Cos	\$0.00
<input type="checkbox"/>	Cost per class/training function	Estim. no. of trainees in class		6	Total Cos	\$10,000.00	
<input checked="" type="checkbox"/>	Other (specify) SEE BELOW						

Cost allocation methodology

Describe basis for allocating costs among benefiting programs & funding sources (including application of eligibility rates, where applicable)

1. Training costs are part of overhead (such as supplies, printing, notebooks, etc.).
2. Direct training costs (such as travel of employees, trainers' salaries and fringe benefits) go into a pool and are distributed according to

Indicate all applicable funding sources

<input checked="" type="checkbox"/>	IV-B-1 (CWS)	<input type="checkbox"/>	CAPTA
<input type="checkbox"/>	IV-B-2 (PSSF)	<input type="checkbox"/>	IV-E Chafee ILP
<input checked="" type="checkbox"/>	IV-E Foster Care	<input type="checkbox"/>	State only (mark only if other than non-Fed match)
<input checked="" type="checkbox"/>	IV-E Adoption	<input type="checkbox"/>	Other, Specify
<input type="checkbox"/>	TANF	<input type="checkbox"/>	Other, Specify
<input type="checkbox"/>	SSBG	<input type="checkbox"/>	Other, Specify

"CHECKLIST" FOR ADDRESSING TRAINING ACTIVITIES/EVENTS UNDER THE TITLE IV-B PLAN

(This "checklist" should be used as a guide to ensure that all of the following information is provided in the Plan for each individual training activity planned to be held during the reporting period covered by this update)

*Provide a one paragraph **brief** syllabus of the training activity*

DHR Supervisory Management Training:
This training will help build supervisory capacity by providing supervisors with the day to day skills needed to perform their duties including how to manage staff performance.
For the current Supervisors and Directors, we are contracting with the University of Alabama to provide the training. Subsequent new hires as Directors will be trained by in house agency training staff.

*Indicate which, if any, of the **specifically allowable** Title IV-E administrative functions this training activity addresses.*

<input type="checkbox"/> IV-E Eligibility Determination or Redetermination	<input type="checkbox"/> Placement of Child
<input type="checkbox"/> Rate Setting	<input type="checkbox"/> Development and Maintenance of Case Plan
<input type="checkbox"/> Hearings and Appeals	<input type="checkbox"/> Case Management
<input type="checkbox"/> Referral to Services	<input type="checkbox"/> Recruitment/Licensing of Foster/Adoptive Homes and Institutions
<input type="checkbox"/> Preparation for and Participation in Judicial Determinations	<input checked="" type="checkbox"/> Data Collection and Reporting

Indicate setting/venue for the training activity

<input type="checkbox"/> Pre-Service (Trainee not yet employed by State agency)
<input type="checkbox"/> Initial In-Service (Intensive training to prepare new employees)
<input checked="" type="checkbox"/> Continuing In-Service (On-going training for existing employees)
<input type="checkbox"/> Conference/workshop

Indicate proposed provider of training activity

<input checked="" type="checkbox"/> In-house agency training staff	Specify
<input checked="" type="checkbox"/> Public university ----->	Univ. of Alabama
<input type="checkbox"/> Private university ----->	
<input type="checkbox"/> Other ----->	

Indicate duration category of the training activity

<input type="checkbox"/> Short Term (Less than eight consecutive work weeks)
<input type="checkbox"/> Long Term (Eight or more consecutive work weeks)

Specify approximate number of days or hours of training activity

<input type="checkbox"/> 4 Days
<input type="checkbox"/> Hours per day
<input type="checkbox"/> Credit hours

Indicate the audience to receive training

<input checked="" type="checkbox"/> Staff of State/local agency administering the State Plan	<input type="checkbox"/> Adoptive parents
<input type="checkbox"/> Volunteers of State/local agency administering State Plan	<input type="checkbox"/> Child caring agency staff
<input type="checkbox"/> Persons preparing for employment with State/local agency	<input type="checkbox"/> Child placement agency staff
<input type="checkbox"/> Foster parents	<input type="checkbox"/> Other State agency staff (JJ, MH, DD, etc.)
	<input type="checkbox"/> Other community staff (medical, legal, police)

Costing method

<input type="checkbox"/> Unit cost per trainee (Tuition/books/supplies per trainee) or
<input type="checkbox"/> Cost per class/training function
<input type="checkbox"/> Other (specify) travel/per diem

Estimated total cost

Unit cost	\$0.00	No. Trainees	475	Total Cost	\$0.00
Estim. no. of trainees in class			25	Total Cost	\$450,000.00

Cost allocation methodology

Describe basis for allocating costs among benefiting programs & funding sources (including application of eligibility rates, where applicable)

Indicate all applicable funding sources

<input type="checkbox"/> IV-B-1 (CWS)	<input type="checkbox"/> CAPTA
<input type="checkbox"/> IV-B-2 (PSSF)	<input type="checkbox"/> IV-E Chafee ILP
<input type="checkbox"/> IV-E Foster Care	<input type="checkbox"/> State only (mark only if other than non-Fed match)
<input type="checkbox"/> IV-E Adoption	<input checked="" type="checkbox"/> Other, Specify - Caseworker Visit Funds
<input type="checkbox"/> TANF	<input type="checkbox"/> Other, Specify
<input type="checkbox"/> SSBG	<input type="checkbox"/> Other, Specify

Other Program Training (events that may take place/be repeated during the time frame of the current CFSP):

- Ongoing training throughout the state for staff on Permanency Connections for Older Youth
- Ongoing Heart Gallery Exhibits throughout the state.
- Permanency Roundtables are conducted based on a county's needs to assist with expediting a youth's permanency. Casey Family Programs has assigned a consultant to work with the foster care division on implementing youth roundtables in the Fall 2015.
- Webinars: "Sibling Rivalry"; "Voice of the Adopted Child"; "Sleep Difficulties and Adopted Kids"; "Lying, Cheating, and Stealing".
- Symposium on Human Trafficking and implications for Foster Care
- Deputy Director Trained Foster and Adoptive Parents as well as DHR staff on "Building Strong Partnerships with D.H.R."
- Attendance at the "Preventing Child Maltreatment and Promoting Well-Being Network for Action" and the State Liaison Officers Meeting in Alexandria, VA.
- Family Values Training
- Domestic Violence Training for the Birmingham Police Department's Domestic Violence Conference
- Fostering Court Improvement Grantee Meeting
- Alabama Department of Public Health's Volunteer Symposia.
- Annual Conference on the Placement of Children.
- Education Summit
- Regional trainings on new Psychotropic Medication plan including medical providers and quarterly staffings *
- Fostering Court Improvement Grantee Meeting
- Judicial Summits (regionally) through a collaboration between AOC, CASEY and DHR

DHR Learning Education and Training System (LETS)

- Active Shooter Preparedness Training; Confidentiality in the Workplace; Language Assistance; Service & Safety from Threatening Behavior; Safety in DHR Facilities

Other:

- The Poarch Band of Creek Indians sponsored conferences
- Casey Quarterly meetings
- Webinars and/or other training sessions on "Transracial Placements", "Parents Guide to Social Media", "Bullying", "The Journey of Adoption", "The Voice of the Adopted Child", "Advocating for Permanency", and "Holidays with our Foster and Adopted Children"

* see also training checklists

FOSTER & ADOPTIVE PARENT DILIGENT RECRUITMENT PLAN

Characteristics of Children in Care

The FC085 report provides information about the characteristic of children in care for a given month. Ethnicity is among the characteristics reported. According to the Index to MS reports available through iDHR, this report has defects in it. According to data reported elsewhere in the 2017 APSR by the Office of Data Analysis (Systemic Factors, number 19: Statewide Information System), the racial/ethnic make-up of our children in foster care is

White: 66.2% Black or African American: 38.5% Two or more races: 6.4%

Less than 1% for each of the following: Asian, Unable to determine, Native Hawaiian/Pacific Islander and American Indian/Alaska

Hispanic/Latino is not an ethnic group currently being captured by this report. The Office of Data Analysis indicates that 5.1% of the children in Foster Care are of Hispanic Origin. See Goal 1, Objective 1 later in this document.

There is a similar report for characteristics of foster home (PVDR230). However, the report is not pulling from FACTS correctly--Work has been done on a provider query. Managers of the Offices of Data Analysis and Adoption have reviewed the results of the query. The business rules included identifying the race/ethnicity of the heads of households, as well as languages spoken. The provider query also pulls what types of children the families are willing to parent (i.e., special health care needs, teenagers, sibling groups, etc.). According to this query, 57.0% of the heads of household number one in 2,625 approved foster homes are white and 38.8 percent are black or African American. Seldom is information provided on a second head of household. The query reports that 0.76 % of head of household ones are of Hispanic origin. In the area of language the query only reports that three families speak English and Spanish.

The data in the fields in the query results reporting the "willing to parent" characteristics is incomplete. The Offices of Foster Care, Adoption, Data Analysis as well as representatives from the Office of Resource Management and FACTS Functional staff will be meeting to review the query, clarify that the business rules are spelled out as they should be and then instructions for entering providers will be updated and sent to counties as well as information related to any corrections needed on the providers already registered.

Based on data currently available it is difficult to determine if the foster family homes currently approved by Alabama DHR or private child-placing agencies providing therapeutic foster care services are reflective of the characteristics of children in care. Components of this recruitment plan will address needs around data entry and reporting so that the Agency will be better aware of the population for which foster/adoptive homes are needed.

The Office of Data Analysis was consulted in an effort to gather additional information on this statistic. The most recent AFCARS submission indicted 4.91 % Hispanic ethnicity for foster children reported from October 2015 through March 2016. These children are from the following counties:

Baldwin	Blount	Calhoun	Chilton	Cleburne	Coffee	Colbert	Crenshaw
Cullman	DeKalb	Escambia	Etowah	Franklin	Geneva	Henry	Houston
Jackson	Jefferson	Lauderdale	Lawrence	Lee	Limestone	Madison	Marion
Marshall	Montgomery	Morgan	Perry	Pickens	Russell	St. Clair	Shelby
Talladega	Tallapoosa	Tuscaloosa	Walker	Winston			

Strategies for reaching out to all parts of the community

Alabama DHR has 67 county offices. In February, counties have previously been required to implement a campaign to raise the public's awareness of the need for more foster families. Counties provide a copy of their plans to the SDHR office. This year the request went out later in the year to coincide with FCAM. Many counties utilize businesses and organizations with wide public access as venues for their recruitment activities. Counties have placed banners and signs in park & recreation facilities, ball fields, etc. Other examples of methods used to access the communities include: counties providing information and material to a wide range of faith communities; placing information about foster care and adoption in restaurants, including those with delivery service so the message about the need for more foster/adoptive families has been taken directly into the home of potential providers. Counties are encouraged to arrange diligent recruitment

training/planning sessions with the Office of Adoption. If the Recruitment Specialist referred to earlier in the 2017 APSR is hired, that person will be available to assist counties in developing more targeted diligent recruitment plans. Market segmentation lifestyle group information on the state's existing successful foster families is used in this work. The Market Segmentation data and Life Style grouping information currently available to the department is from 2009/2010 time frame and was obtained through an interagency partnership. We plan to recommend that the Department to invest in a Market Segmentation package (e.g., Tapestry) so that this information could be regularly updated. Market segmentation lifestyle information is mostly silent on whether or not group members are active in faith-based activities. However, through our day-to-day experiences with our successful foster parents, we are aware that they get much of the support (hands-on and emotional) from faith-based organizations. Therefore, we recognize recruitment through communities of faith to be a vital method of reaching potential foster and adoptive families. Through congregations we are also able to target specific racial and ethnic groups for the purpose of recruiting potential foster/adoptive families.

Diverse methods for disseminating both general information about being a foster/adoptive parent & child-specific information.

In addition to the county recruitment plans described above, the Department has a statewide media campaign with radio and television. Since June 2010, Alabama DHR has had a professional services agreement with the Alabama Broadcaster's Association for participation in a Public Education Program (PEP). Through the PEP, ABA-member radio and television stations statewide air pre-recorded public service announcements about the need for foster/adoptive families. The radio and television outlets that are members of ABA present formats from all genres of music, broadcasting the need for homes to people with multiple and diverse interests. Three years ago, the Department partnered with a Spanish-speaking adoptive parent and a broadcaster and recorded a Spanish-language radio PSA that was released as a part of the PEP. The PSA was distributed to all Spanish-language radio stations in the state.

In 2009 Alabama DHR worked in partnership with another state agency through an inter-agency agreement to obtain market segmentation and lifestyle grouping information on the agency's pool of foster family/adoptive resource homes at that time. The information was generated using address (zip code) information on foster family homes that had been re-approved at least once and had at least one placement. For adoptive-only homes, information on families that received a special needs adoption assistance payment was also included. This analysis provided us with information on families more likely to say yes when asked to foster and/or adopt. Several counties have worked with the recruitment supervisor to obtain their county-specific demographic information and how it compares with the segmentation groups included in the statewide data and have developed targeted recruitment plans/strategies based on the same. The supervisor will continue to work with counties, upon invitation, to share this information and help them develop targeted recruitment plans built on the data.

The Department has a pre-adoption services program through Children's Aid Society/APAC through which families are recruited, trained and home-studied for the purpose of adopting children who meet the Department's special needs definition. The vendor for this contract has also gone through the market segmentation training and is using the strategies included in their plan to increase the number of families willing/able to parent this population of children. Information about locations where CAS/APAC has implemented recruitment work (information tables, speakers, etc.) is provided elsewhere in the 2017 APSR.

Child specific recruitment is done primarily through use of photo and video on web-based photo listing. Photos, videos, bio narratives and profiles of children available for adoption are included on four different web sites: www.adoptuskids.com; www.adoption.com; www.heartgalleryalabama.com; and www.dhr.alabama.gov. Child-specific recruitment is also done in partnership with the state's foster and adoptive parent association (AFAPA) and through our post-adoption services provider. This recruitment is done through quarterly newsletters that feature photos and narrative about the children. These newsletters are still sent via U.S. Mail to the homes of foster and/or adoptive families approved throughout the state and those working on pre-service training and/or home studies.

The NRCDRAFAP recently held a webinar focusing on the use of social media for recruitment. Currently, the Department has no policies regarding the use of social media. Therefore, we do not access this resource for recruitment purposes (general nor child-specific.) We have access to all the resources discussed during the Webinar. The webinar was somewhat interactive. Participants on the Webinar who do have policies regarding social media, or who at least utilize social media (both public and private agencies) agreed to share their information with the NRCDRAFAP who will disseminate it to those who are a part of this Peer-to-Peer group (P2P). This information will be shared with the Department's Communication Office in order to foster some movement in this area. Along with this, we will submit a request for TA form the NRCDRAFAP. Many of the agencies and groups with whom DHR partners for child-specific recruitment utilize

various forms of social media for both general and child-specific. Appropriate, sophisticated use of social media can give the agency targeted access to families whose Internet and social media habits indicate they may have an interest in parenting through foster care and/or adoption. Alabama DHR partners with AdoptUsKids, when they do “twitter parties” or other events to feature children that seldom receive inquiries on the regular photo listing. Heart Gallery Alabama features a child of the month in an electronic newsletter and on their Facebook page. At the current time, Alabama DHR Family Services Division has few policies addressing social media. The policies that are in existence are more about foster parents and others including photos of children in foster care on their on social media pages.

Child-focused recruitment is also the focus of the two grants with the Dave Thomas Foundation for Adoption to operate *Wendy’s Wonderful Kids* projects in two geographic locations in the state. We secured our first DTFA/WWK grant during FY 2007 (Mobile, Baldwin & southwest Alabama) and the second DTA/WWK grant during FY 2010-2011. We have enjoyed consistency in the recruiters working in this project (zero turnover since the beginning of each grant).

RECRUITMENT GOALS, OBJECTIVES & STRATEGIES

NOTE: In collaboration with members of the FSD management team and external recruitment partners, targeted time frames for achieving the goals/objectives will be established, and reported on in the 2015 APSR, recognizing that adjustments will be made as necessary as implementation continues.

GOAL R-1: Alabama DHR will be able to analyze and determine if the pool of available foster/adoptive parents is reflective of the population of children in care, not living in their own home or relatives.

OBJECTIVE 1: Alabama DHR will have data that provides information on race and ethnicity of approved foster family/ adoptive resource families.

IMPLEMENTATION STRATEGIES:

1. The Office of Adoption manager will meet with staff of the Office of Data Analysis to develop a query that will run quarterly that will report information on the race and ethnicity of foster family/adoptive resource homes. If the elements exist in FACTS, other characteristics to include in the query include a FFH/AR willingness to:
 - a. Parent teens
 - b. Parent children with special health care needs
 - c. Parent sibling groups of three or more

FY 2016 Status: Work has been done on the query and business rules established. The query is run monthly and the managers of the Offices of Adoption and Data Analysis review-the same. Work is needed to identify reasons for incomplete data in the query results. Modifications may be needed to FACTS training information regarding provider registration. Additionally, instructions for correction as needed of existing provider information will be sent to counties.

2. Based on the elements included in the query in strategy 1, training will be provided to county resource workers and supervisors about the essential data that must be entered into the provider screens on FACTS.

FY 2016 Status: No work on this has been done yet.

Implementation Strategies 1 & 2 - UPDATE:

In July 2018 staff from the Offices of Data Analysis, Adoption, Resource Management (licensing) and FACTS functional staff met to review the results of the query and the business rules that were established for said Query. Information that is obtained by the ORM (Office of Resource Management) from LCPA’s (Licensed Child Placing Agencies) in order to register their providers in FACTS reviewed and discussed. Many of the providers for whom no child-desired

characteristics are entered are providers approved by the LCPA's. Information will be provided to ORM and they will make changes to the information obtained. Strategies for addressing other values for which there is missing information were also discussed. The Program Manager for Adoption (who is still primarily responsible for diligent recruitment and provider tasks) is scheduled to spend some time in the FACTS practice environment trying to determine revisions that are needed to pick lists, text values, etc. appearing on provider screens. Once needed revisions are identified, these will be communicated to FACTS staff and once changes are made information regarding essential data that must be entered into FACTS will be provided to county resource workers and supervisors as well as staff in the Office of Resource Management as it applies to the LCPA's and their providers.

3. The query will run quarterly and the results will be analyzed and information provided to counties. This information will be used for the basis of the annual recruitment campaign implemented by the county departments.

FY 2016 Status: The query is currently running monthly.

4. When linguistic barriers to recruitment, training and/or approval of homes exist, counties will access the foreign language translation services under contract with the DHR or natural community/family supports to remove the barrier.

FY 2016 Status: Data has not been made available to the Office of Adoption in order to assess how often counties may be accessing this service for the purposes of recruitment, training or completing home studies on family. Counties are made aware of the service through training that is available through LETS. Review of this training is required annually for all FSD staff.

5. The department charges no fees to potential foster/adoptive resource families for pre-service training and/or completion of the home study process

FY 2016 Status: This continues to be the case.

GOAL R-2: Alabama will have a larger pool of well-trained foster/adoptive resource families to select from for matching/placing children in foster care so that rates of stability of placement and sibling separation are improved and our dependence on congregate care facilities is decreased.

OBJECTIVE 1: The overall number of foster/adoptive resource families will increase by 5% by 9/30/2019.

IMPLEMENTATION STRATEGIES:

1. Counties will continue to develop and implement annual recruitment plans during the month of February.

FY 2016 Status: Counties were asked to develop recruitment plans and to provide copies to SDHR. A summary document of these plans is attached to this report.

2. Recruitment/retention supervisor will continue to work with counties (by invitation) sharing market segmentation information and developing targeted recruitment plans.

FY 2016 Status (March 31, 2016): There have been no recent requests for this training. The attached recruitment plan summaries indicate which counties have participated in some form of diligent recruitment through use of market segmentation training. If the Recruitment Specialist is hired, this work will be included in their roles and responsibilities.

Since March 2016, several counties have requested market segmentation/diligent recruitment planning work be done, including Calhoun and Pike

Counties. The Family Services Advisory Committee of the County Director's Association is meeting on August 29, 2016 and recruitment projects is an agenda item.

Additionally, we are embarking on a special recruitment planning project with Tuscaloosa, Perry, Marengo, Hale, Greene, Sumter, Bibb and Pickens Counties. Tuscaloosa is a medium-sized county (location of the University of Alabama, Stillman College and Shelton State Community College). The other counties listed are smaller, predominantly rural counties who have smaller populations of children/youth in care. These counties tend to have less successful recruitment activities and turn to Tuscaloosa and other counties to have approved homes when they do bring children into care. On September 8, 2016 the Program Manager of the Office of Adoption will be meeting with the directors of these counties to demonstrate how life style grouping information (taken from Market Segmentation work) can help them develop targeted recruitment strategies. The desired outcome of this meeting will be an agreement on the part of all counties to work together on a regional recruitment plan. The purpose of the meeting will be to determine if counties desire to do regional recruitment and to gauge their willingness to participate. The Program Manager of the Office of Adoption is going to the meeting at the county directors' invitation, so we are confident that there is willingness to participate. As relayed above, on Monday, August 29, the Program Manager of the Office of Adoption presented information about recruitment to the Family Services Sub-Committee of the County Directors' Association. The information was met with much enthusiasm and many expressed an interest in being a part of the Recruitment & Retention Task Force. The regional recruitment concept is expected to be a help to the larger counties as well as the smaller counties. The goal will be for smaller counties to identify families, but larger counties help with the pre-service training (which is often challenging for smaller counties to accomplish in a timely fashion). As smaller counties develop more of their own resources, the larger counties (who currently "loan their homes" to the smaller counties) should be able to make their own placements in closer proximity.

Since the June 2016 submission of the APSR update, the Office of Foster Care has added three IL staff. While working on policy updates to address the Reasonable and Prudent Parenting Standard, the Program Manager of the Office of Adoption met with the Manager of the Office of Foster Care and the IL staff. A copy of the state's Recruitment Goals and Objectives were shared and reviewed. The State's Dream Council will be asked to help us develop recruitment strategies and message (and hopefully, a PSA campaign).

3. Provide training to resource staff and supervisors to help them recruit and train foster families willing and able to address the special care needs of youth in care, therefore, providing better matches of foster youth to providers.

No update

4. Alabama DHR will continue to utilize the recruitment response team to respond to inquiries from interested families and to share information and follow-up with families once contact is made.

FY 2016 Status: The RRT continues to be included in the Pre-adoption Services Contract between the Department and Children's Aid Society/ APAC

5. Alabama DHR will continue our partnership with Alabama Broadcasters Association for our public service campaign on radio and television stations statewide.

FY 2016 Status: This professional services agreement remains in place.

6. Alabama DHR will continue to contract with CAS/APAC for recruitment, training and adoption home study preparation for families/willing and able to parent children that meet the Department's Special Needs definition.

FY 2016 Status: This contract is still in place.

7. Upon expiration of CAS/APAC contract revise/reissue the RFP for special needs home recruitment, training and study work.

No update at this time.

8. Alabama DHR will continue to review resource records as a part of on-site State QA review to ensure compliance with minimum standards including criminal history checks and CA/N Clearances.

FY 2016 Status: These reviews continue to be a part of the on-site State QA reviews, unless they are in a county without any approved FFH/AR homes.

OBJECTIVE 2: The annual continuing education requirements for foster families will be revised to require minimum amounts of training in trauma, reactive attachment disorder, sexual safety in foster/adoptive placements.

IMPLEMENTATION STRATEGIES:

1. Draft and release an administrative letter reminding counties of the purpose and importance of appropriate continuing education training for their foster parents.
2. Draft and release a document that will track continuing education hours and will indicate the focus/applicability of training for which foster parents are given credit.

FY 2016 Status: Work on Strategies 1 & 2 will be included in any correspondence sent to counties and licensed child-placing agencies where the Minimum Standards for Foster Family Homes or the FFH/AR Approval Policies are released (e.g. when information on Reasonable and Prudent Parenting training is released).

3. Work with AFAPA to include speakers with expertise in the areas of trauma, reactive attachment disorder and sexual safety in foster/adoptive placements on their agenda for their annual conference.

FY 2016 Status: The Office of Foster Care serves as a liaison with AFAPA related to their annual conference as well as their mini-conference to address the above objective. The leadership of AFAPA attends NACAC and NFPA conferences annually and through this are able to identify speakers and topics that can be shared through conference and training sessions held in Alabama.

OBJECTIVE 3: Alabama DHR will have policies addressing the use of social media in recruitment, general and child-specific

IMPLEMENTATION STRATEGIES:

1. The Recruitment Supervisor will submit a request for NRCDR technical assistance to the regional office staff of the Children's Bureau.

FY 2016 Status: This request has not yet been made.

2. Once approval is obtained, Supervisor will contact NRCDR assigned consultant to initiate technical assistance.
3. Working with the NRC research will be done to obtain information about use of social media policies with other public child-welfare agencies.

FY 2016 Status: The Program Manager for the Office of Adoption is a part of two Peer-to-Peer support groups coordinated by the NRCDRFAP. One is general in nature and provides information on a variety of topics. The other group focuses on Market Segmentation Work. Recently the general P2P

group participated in a webinar regarding using social media for recruitment. The members of this group who either have policies and procedures on social media, or at least utilize social media, are to provide information to the NRCDRFAP who will then share it with members of the support group. The Program Manager for the Office of Adoption participates in multiple peer-to-peer group calls. The P2P network calls organized by the NRCDRFAP have recently focused an entire webinar on social media policies and procedures from participating agencies. The coordinator of the call requested that states with policies procedures share those and she has gathered all of those and shared them with agencies. Because of the assistance provided through the P2P network, a T/TA request to the NRC may not be necessary.

4. Alabama DHR will reach out to other state agencies that significantly utilize social media in their work (i.e. Governor's office, Office of the First Lady, Department of Public Health, Department of Rehabilitation Services, and/or Department of Mental Health.

FY 2016 Status: No update to report.

5. FSD will pull together a work group for development of social media policies. The task force will be made up resource staff/supervisors from counties that have expressed an interest in recruiting through social media, as well as representatives from the Agency's Public Information office, the Division's Child Welfare Policy Office and our recruitment partners (Heart Gallery, Kids to Love, CAS/APAC, AFAPA, etc.).

FY 2016 Status: No update to report

6. Draft policies will be submitted to the FSD administration for review and, if approved, on to the Commissioner for approval and implementation.

FY 2016 Status: No update to report

GOAL R-3: Older youth (14 and older) will experience increased rates of achieving permanency through adoption.

OBJECTIVE 1: Youth in foster care 14 or older will increase their understanding of what it means when they choose not to consent to adoption.

IMPLEMENTATION STRATEGIES:

1. Continue to renew our grant with the Dave Thomas Foundation for Adoption for intensive child-focused adoption recruitment.

FY 2016 Status: These grants continue to renew.

2. A request will be sent to the Office of Data Analysis to identify children in care, 14 years and older with TPR and a goal of APPLA.

FY 2016 Status: This information as provided in FY 2014/2015. The manager of the Office of Adoption plans to follow-up with the Office of Data Analysis to see if it is regularly available or if getting it again requires a special request.

3. Identify a pool of these children to include in the work of the Wendy's Wonderful Kids Recruiters.

FY 2016 Status: The grant requirements for the Wendy's Wonderful Kids projects spell out a maximum active caseload size. At one time the recruiter in the Mobile project had some vacancies in her caseload and we considered having her do some "unpacking the no" work with some of the children with TPR/APPLA. However, at the current time her caseload is at capacity with children who have TPR and a goal of Adoption No Identified Resource.

4. Recruiters will visit children periodically, providing adoption preparation training/support in an effort to educate youth to consent to changing goal to adoption, or at least having a concurrent plan of adoption.

OBJECTIVE 2: Alabama DHR will increase the number of families willing/able to foster teens by 5% by 2019.

IMPLEMENTATION STRATEGIES:

1. Recruitment & ILP will collaborate to implement a public awareness/recruitment campaign that delivers a message focused on fostering/adopting older youth in care.

FY 2016 Status: No work has occurred on this strategy to date.

2. Recruitment supervisor will collaborate with the Independent Living Program Supervisor in order to get input from the Dream Council on additional strategies for recruiting more families willing/able to parent teens.

FY 2016 Status: Members of the ILP Dream Council participated in our Agency's joint planning meeting with CFS Regional Office earlier this spring. Following the meeting, the manager of the Office of Adoption discussed the idea of the Dream Council developing a recruitment campaign targeted at identifying families willing to parent teens in the foster care system. Follow-up is needed on this work.

OBJECTIVE 3: Alabama DHR will increase the number of families of Hispanic ethnicity, or with Spanish Language skills by 2.5% by 2019

IMPLEMENTATION STRATEGIES:

1. Alabama DHR has developed a Spanish Language Radio PSA that has been distributed to Spanish radio stations by Alabama Broadcaster's Association.

FY 2016 Status: The Spanish Language Radio PSA is still available to stations through the Alabama Broadcaster's Association. We have recently had a county request permission to print a Spanish language flyer in their area. To provide consistency in logo usage and brand recognition, the Communications office is developing a second version of the "Open your Heart / Open your Home" campaign logo in Spanish Language. Once this is complete, we will print posters utilizing this logo in Spanish language.

2. Alabama DHR will identify other agencies, organizations or groups that can partner with us in the development of a recruitment campaign targeting the Hispanic community. NOTE: Additional strategies will be identified as a part of developing the campaign referred to in step 2.

FY 2016 Status: A new recruitment and retention task force should be developed utilizing individuals with expertise in this area. The Program Manager of the Office of Adoption has met with the Deputy Director and Director of the Family Services Division to discuss staffing patterns and how we can accomplish pulling together a Recruitment & Retention Task Force to address statewide diligent recruitment needs such as providers from the Hispanic Community as well as other diligent recruitment needs outlined in the recruitment plan.

3. Continue to work with Language Translator Service and sources of natural (community or local) support when language barriers do exist.

FY 2016 Status: This service continues to be available.

As the Department moves forward with the 2015-2019 CFSP, the plan for diligent recruitment will be expanded to address needs in the area of families willing/able to parent with special health care needs and children/youth that are part of a sibling group of three or more.

APPENDIX A –

ALABAMA DHR RECRUITMENT PLANS 2015-2016

Statewide recruitment activities are focused on advertising and increasing the public's awareness of the need for more foster family/ adoptive resource homes. Adoption & Guardianship Incentive Funds are utilized for these activities and the activities are described in detail in that section of the 2017 APSR. In the meantime, the Program Manager of the Office of Adoption continues to implement a statewide public awareness campaign that includes partnerships with the Alabama Broadcaster's Association, Crimson Tide Sports Network, Auburn IMG (now Auburn Fox Sports Network), Digital Boost, and Screenvision, Inc. These activities are detailed on Appendix A of the Statewide Recruitment Planning Document. The activities reported were as of March 1, 2016.

Assessing the success of our recruitment efforts is challenging at the present time. Currently there is no cumulative data about the number of new families inquiring about fostering/adopting each month with county departments. Information is, however, available for the number of inquiries to our RRT. This data can be found in the section where APAC data is provided in the 2017 APSR. There was a report through ACWIS that gave info on providers by type and it included inquiry, application, approved, etc. A similar report PVD 295A is available through FACTS. According to the Index for FS MS Reports, no defect is noted. However, the Office of Data Analysis reports that information on this report is correct. We are asking the FACTS functional staff to assist. In addition to providing incorrect information, this report is point-in-time, rather than cumulative. Therefore, if a family was entered as having made an inquiry in January 31 and they were still in inquiry status in March 31, they would be included in all three reports (January, February & March).

STATEWIDE ACTIVITIES AS OF 3/31/2016

- Continue Radio and Television PSA campaign through agreement with the Alabama Broadcaster's Association. Radio spot has been revised. Television PSA update is under development.
- Radio advertising during Regular Season, college football – Alabama & Auburn. Consider adding basketball with a focus on games including Historically Black Colleges & Universities.
- Both Alabama and Auburn proposals have been expanded to include basketball and women's softball. Once the basketball schedules are released, the games will be selected and these will be non-conference opponents (e.g., HBCU teams). Lee and Tuscaloosa Counties (locations of Auburn University and the University of Alabama) will partner with us for an on-campus presence during these games.
- Continue contract with CAS/APAC for pre-adoption recruitment and training of families willing to parent children ~~that~~ who meet the Department's Special Needs Definition.
- (November 2015) Statewide Movie Theater campaign with ScreenVision, Inc. Consider repeating if adequate Adoption & Legal Guardianship Incentive Funds are available.
- Digital Boost – Video table advertising at Two Year and Historically Black Colleges & Universities.
- Consider accessing ILP funds for a campaign targeted at recruitment of families to care for older youth.
- Continue partnership with Heart Gallery Alabama for child specific recruitment as well as statewide public awareness activities and events. In collaboration with HGA, consider county-based NAM events throughout the month of November rather than (or in addition to) the statewide NAM event typically held in Birmingham. We are currently polling counties to determine who has National Adoption Day dockets during November.
- Permission to hire a Diligent Recruitment Specialist, based at SDHR, to coordinate Diligent Recruitment Activities. Consider updating Alabama's Market Segmentation data. We will need to explore how/if FACTS can provide the address/zip-code +4 information necessary to produce the Life Style group information, essential to developing successful diligent recruitment plans. Note: Alabama conducted previous market segmentation research through a cooperative agreement with Alabama Resource Management. If that market segmentation information could be

updated as needed, it would benefit us if we purchase our own Market Segmentation package (Tapestry is the package used before). The Program Manager of the Office of Adoption has already begun discussions with the Director and Deputy Director of Family Services about repeating the Market Segmentation/Life Style Grouping work. If FACTS can't produce the address and zip code, we will use a manual spreadsheet that is maintained by Office of Data Analysis and shared with AFAPA for the purpose of newsletter mailings and other communication with foster/adoptive parents.

- Continue to participate in the P2P groups with the NRCDR. Currently, there are two groups – one general and another specific to states/jurisdictions that have conducted and utilize market segmentation research.
- The Program Manager for the Offices of Adoption and Foster Care, someone from the Office of Resource Management, FACTS functional staff and the Office of Data Analysis will continue efforts to refine the information provided by the Provider Query currently produced monthly. Once business rules are further defined and deficits in data are thoroughly identified, instructions for data correction and assessment for accuracy will be provided to the counties.
- Explore ways to include foster youth and/or alumni in the Departments' recruitment activities. Possibilities include:
 - Partnering with Dream Council on a recruitment project
 - Possibly adding a Foster Care Alumni to the staff working in the pre-adoption contract services through CAS/APAC

COUNTY PLANS

CO. #	CO. NAME	COUNTY PLAN(S)
1	Autauga (former resource staff participated in Market Segmentation training when NRC was here)	<p>Submitted by Danita Lowe, 6/14/2016 and re-submitted 6/27/2016</p> <p>When a potential Foster/Adoptive parent contacts the office inquiring about the process on becoming a provider, the resource worker acquires their name, contact number and address. If another worker in the office receives an inquiry, the person's information is given to the resource worker. After receipt of the information, an application and a copy of frequently asked questions about Fostering/Adopting are mailed to the potential provider. Once the application is received, the resource worker requests that the clerical staff make a provider record for the potential provider.</p> <p>The resource worker maintains a log of all potential providers detailing the date of the inquiry, their name, telephone #, and address. A copy of the log is provided to the supervisor at individual worker conferences.</p> <p>The supervisor reviews the log to ensure that resource worker has followed up with the person to acknowledge that DHR has received their request and to offer additional information if necessary.</p> <p>If there are two or more inquiries noted resource worker will schedule a GPS class. If there is only one inquiry the resource worker will partner with a neighboring county who will be having an upcoming GPS class or we will conduct a Deciding Together class (if needed).</p> <p style="text-align: center;">Autauga County Recruitment Plan</p> <ul style="list-style-type: none"> • The Department will run ads in Prattville Progress/ Montgomery Advertiser twice a year. • Place recruitment signs in front of the agency and throughout the community regarding information on becoming a foster/adoptive parent. • Continue to utilize "Open your heart, Open your home" at other local events. • Resource worker will mail letters of need for foster/adoptive homes to local and surrounding churches. • Foster/Adoptive Parent recruitment booth will be set up at City Fest in Prattville, AL.

CO. #	CO. NAME	COUNTY PLAN(S)
2	Baldwin	<ul style="list-style-type: none"> Foster Parent/Adoptive Parent Appreciation functions to include foster and adopted children. <p>Submitted by Tina Green – 6/22/2016</p> <p>The following resources will be utilized in recruiting foster parents for the Baldwin County Department of Human Resources. The program supervisor and resource worker will work on recruitment for foster parents in Baldwin County.</p> <ol style="list-style-type: none"> Radio/TV Broadcasting – <ul style="list-style-type: none"> •Work with local business owner, Ms. Kathy Sternenberg, who has experience in marketing and has media connections to assist in establishing a relationship between the Department and local media •Contact local radio/tv stations to present the need for foster parents in Baldwin County {WBHY, WYCT, WBZR, WHEP, WABF, WNGI Cumulus Media, Goforth Media, Archangel Communications (Radio); WJTC, WHBR, WKRG, WEAR, WPMI, WALA, WFNA, Local 15, Coast 360 Television (TV Stations)} •Provide information to local radio stations to do public service announcements about the need for foster and adoptive parents & upcoming GPS classes •Provide local radio/tv stations with information regarding National Foster Care Month in May •Look for opportunities for resource staff to participate in interviews regarding recruitment Newspapers/Local Magazines/Other Written Media – <ul style="list-style-type: none"> •Contact local newspapers/sales papers to request they run monthly ad to share the need for foster and adoptive parents and whom to contact for more information (Gulf Coast Newspaper, Independent, Mobile Press Register, The Islander, Baldwin Times, Daphne Bulletin, Atmore Advance, Mullett Wrapper, On-Looker, Eastern Shore Parents) •Contact local newspapers/sales papers to research their willingness to advertise the upcoming GPS classes in their community announcements Churches and other Religious Organizations <ul style="list-style-type: none"> •Contact local churches to schedule speaking engagements to various church groups/organizations •Contact local churches and provide inserts to distribute in church bulletins/newsletters Strawberry Festival, Arts and Crafts Festival, Hot Air Balloon Festival, Other Community Resources <ul style="list-style-type: none"> •Contact the above listed festival coordinators regarding setting up an informational booth at their festivals •Work with Lisa Laraway, employee at Gulf State Park, regarding recruitment Current Foster Parents <ul style="list-style-type: none"> •Contact current foster parents and utilize them in the above listed recruitment efforts. •Try to have a foster parent and staff member attend all above referenced recruitment activities. •Program supervisor and/or resource worker will attend FAPA meetings as requested by foster parents and provide information to them at that time. DHR Staff

CO. #	CO. NAME	COUNTY PLAN(S)
		<ul style="list-style-type: none"> •Encourage staff to recruit in their churches/communities; provide them with basic information regarding the application process •Make sure staff is informed of GPS dates/times
3	Barbour (Market Segmentation Work conducted on site in FY 2013)	<p>Submitted by Eric Graves, 6/23/2016</p> <p>At this time the resource unit is using recruitment signs previously purchased yard signs with the State approved Open your Heart/Open your home foster/adoptive logos which have been placed in visible areas throughout the county. Additional signs have been and will be purchased as needed.</p> <p>The resource unit currently maintains a running register including all foster or adoptive inquiries since 2013.This list is currently at 66 individuals. They remain on the list until they become licensed or they become excluded for some reason. The resource staff has routinely called and corresponded with each potential provider for notification of GPS orientations. The resource unit will also be following up with telephone calls to every inquiry to discuss the reasons for the lack of follow through and it will be documented for each potential provider</p> <p>Currently BCDH has one worker TIPS trained and 3 other workers GPS trained. We have one co leader who is GPS trained at the moment as well. BCDHR has one worker who is trained in Deciding Together, which appears to be the preferred method of training for most of our potential providers at this time. Deciding together is always offered as an alternative to GPS or TIPS when necessary.</p> <p>Things that have been tried in the past include: Newspaper Ads, Billboards, PowerPoint presentations, purchasing a projector to modernize the classroom, purchase of a tent and display board for recruitment efforts, conducting orientations and class in different locations, posting campaign like signs, foster parent encouragement letters and incentives, and conducting several foster adoptive orientations.</p> <p>Things that we will be tried during this recruitment period: A special focus will be on giving presentation to local churches, reviewing the current roster of potential provides, continue running ads in the Dothan Eagle (Eufaula Tribune) prior to GPS</p>

CO. #	CO. NAME	COUNTY PLAN(S)
		<p>classes; Conducting a Foster Parent Recruitment Fair with the Radio and other media outlets. Assessing the development of a “Social Media Campaign” to seek out potential foster and adoptive parents. Partnering with our foster parents again to seek out additional foster providers. Retraining local staff on the importance of maintaining positive relationships with our foster and adoptive providers.</p> <p>2016/2017 TIPS Orientation Meeting Dates and the beginning of classes:</p> <ul style="list-style-type: none"> • May 24, 2016 • October 29, 2016 & • March, 1 2017 <p>The BCDHR resource unit has already completed presentations to several community organizations including the Head Start Program, some local churches, and the local boys and girls club regarding foster/adoption recruitment, and recruitment incentives will also be used according to policy requirements to aid in recruitment assistance from existing foster parents.</p>
4	Bibb Market Segmentation work day completed on 2/26/2015.	<p>Submitted by John Richards – 6/13/2016</p> <ol style="list-style-type: none"> 1. All inquiries are directed to Resource Supervisor, Foster Care Supervisor, or Foster Care Worker preferably in that order. 2. All service staff is trained in obtaining necessary information. 3. Applications and FAQs are mailed to prospective foster parents by the next business day. 4. Two staff and one foster parent are attending TIPS training in June 2016. 5. Deciding Together is being offered to foster parents as demand for individualized training has increased. 6. Foster Parent Appreciation and Confidentiality Training was provided to foster parents on May 1, 2016. 7. CPR and First Aid Training for prospective and current foster parents was provided on April 2, 2016. 8. Recruitment booth was set up at Cahaba Junior Women’s League Trade Days on April 16, 2016. Staff attended and providing information regarding becoming a foster parent. 9. GPS completed on May 1, 2016. Three classes have been completed in a calendar year.
5	Blount	<p>Submitted by Catherine Denard – 5/3/2016</p> <p>Blount County Department of Human Resources has a strong sense of pride in the number of adoptions that are finalized each year. Many adoptions were completed in 2015. These celebrated adoption hearings provided children with permanent, loving homes where they are stable, safe, and living with their “forever families.” Blount County DHR holds two Group Preparation and Selection classes per year. The classes provide potential foster parents with understanding of the foster/adoptive process and</p>

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		<p>opens up the opportunity to consider adoption in the event foster children cannot be reunified with their parents.</p> <p>During the year 2016, our Agency would like to be able to utilize foster and adoptive resources to enhance the prospect of providing a permanent home for our foster children. The following is a list of approaches the Department suggests to meet the permanency goal of adoption through foster care:</p> <ol style="list-style-type: none"> 1. Flyers, banners, and signs promoting foster parenting and adoption which can be displayed at DHR and cooperating local businesses. 2. Advertising on local radio station and local newspaper with permission of the State Office. 3. Purchase of adoption incentives to circulate during May and November such as cups, pens and pencils, magnets, etc. to place at local businesses. 4. Expenses incurred at scheduled speaking engagements, especially those held at churches of various races/ethnic groups, such as a translator. 5. Conferences or seminars for staff and potential caregivers of special needs children and parenting teenagers. <p>Our agency looks forward to a successful new year of seeing more children find forever homes with loving parents. It is essential that these new parents are trained adequately on how to meet children's needs and give them the love and adoration they so richly deserve!</p>
6	Bullock	<p>Submitted by Tracy Larkins, Director – 5/2/2016</p> <p>When a Potential Foster/Adoptive (PF/A) person comes into the office (or calls) inquiring of the process on becoming a provider, the Intake worker will take their name, contact number and provide the information to the Resource Developer.</p> <p>The Resource Developer (RD) will maintain a log of all PF/A's that comes into the office (or calls) detailing the date of the inquiry, their name, telephone #, and address.</p> <p>If someone in the Service Unit gets a PF/A inquiry, they will give the name, contact number, address and the date of the inquiry to the RD in order that she may mail them an application and a copy of Frequently Asked Questions (FAQ) about Fostering/Adopting. Applications and accompanied information will be mailed within 24 hours. This will be indicated on the log also.</p> <p>A copy of the log will be provided to the Supervisor at individual worker conferences.</p> <p>Supervisor will review the log to ensure that Resource Developer has followed up with the PF/A person to acknowledge that DHR has received their request and offer assistance in completing the application within 5 days of the inquiry's initial contact. The RD will offer assistance such as going to the home to get the application and/or by having PF/A come into the office to discuss it further.</p> <p>If the Resource Developer has not received the application back within 9 days, on the 10th day the RD will contact the PF/A again to remind them of the application and their interest to continue with the process.</p>

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		<p>Once applications are received RD will request that ASA make a provider record in order to separately maintain applications and pertinent information.</p> <p>If there are 2 or more inquiries noted Resource Developer will schedule a GPS class. **Perspective class scheduled to begin March 14, 2016 at 6 p.m.</p> <p>If there is only one inquiry RD will partner with a neighboring county who will be having an upcoming GPS class or we will conduct a Deciding Together class (if needed).</p> <p>The President of the Bullock County Foster Parent Association will contact the PF/A's to acknowledge their interest and provide words of encouragement and support.</p> <p style="text-align: center;">Bullock County DHR Foster/Adoptive Parent Recruitment Plan FY 2016</p> <p>1) Participate in several community events (APS Quarterly Network; Relay for Life in May; Christmas in July; National Adoption Celebration; County Commission Meetings; Pike County CAC fundraiser, Recruitment luncheons and Veterans and Family Informational Seminars) to recruit Foster/Adoptive families.</p> <p>2) Publicize GPS Orientation to be held at least twice yearly, February and August.</p> <p>3) Newspaper articles regarding GPS, Foster and Adoptive parent activities to raise awareness of the need for additional foster and adoptive home.</p> <p>4) Place recruitment signs in front of agency and community regarding information on becoming a foster/adoptive parent.</p> <p>5) Continue to utilize "Open your heart, Open your home" at other local events.</p> <p>6) Mail letters of need for foster/adoptive homes to local and surrounding churches.</p> <p>7) Foster/Adoptive Parent recruitment booths will be set up and flyers handed out at Annual Chunnenugee Fair in Union Springs, AL.</p> <p>8) Foster/Adoptive Parent recruitment booths will be set up at local grocery stores and applications completed on site.</p> <p>9) Foster Parent/Adoptive Parent Appreciation outing to include foster and adopted children in the month of May 2016.</p>

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7	Butler Previous staff (now retired) has participated in Market Segmentation training	<p>Submitted by Jennifer Dunkin, 6/13/2016</p> <ol style="list-style-type: none"> 1. October- December 2015 as the community reached out supporting us with our Christmas program we spread the word through these individuals, clubs, and churches the high need for more foster homes and volunteers. 2. January 2016, we again placed recruitment banners/posters throughout the community. The posters provided the scheduled date of our February 2016 GPS class. We also notified all our foster parents of the date asking them to share it. We notified all those on our list of current people interested in fostering/adoption. We posted it on Facebook. We called/emailed/sent letters to the ministerial association and churches informing them of the upcoming GPS class and asking for their assistance in spreading the word. 3. The County Director has spoken with civic groups to ensure the need for homes is understood in the community. 4. Butler County DHR has scheduled another GPS class to begin September 1, 2016. Prior to this class. In July 2016 we plan to put our banners/posters in place and to share with churches/civic groups. In August 2016, we plan to share the date of the upcoming GPS class with the community through Facebook, radio, newspaper, and church inserts.
8	Calhoun Market Segmentation Training 1/10/2012	<p>Submitted by Lolitha Phillips, 5/5/2016</p> <ol style="list-style-type: none"> 1. Provide GPS classes three times a year and Deciding Together as often as needed. 2. Participate in local functions at Quintard Mall, Boat Show and Health Fair. 3. February 2016 in event at Anniston Museum. 4. Recruitment at Social Work Day at Jacksonville State University. 5. Post flyers at local restaurants, hair salons and barber shops. 6. Send flyers to local church and organizations quarterly. 7. Distribute flyers providing notification of upcoming GPS classes to City and County Schools employees. 8. Article in the Anniston Star regarding upcoming GPS classes. 9. Public Service Announcements with radio stations and Channel 24 Quarterly (Special Announcements for Foster Care and Adoptions Awareness Months) 10. Distribute flyers at Wal-Mart, Winn-Dixie, Pic n Save, Food Outlet, Family Dollars, Cato's and Martin's, Wal-Greens and Fred's about the need for Foster and Adoptive homes quarterly. 11. Partner with the Foster Parent Association to recruit homes at different venues quarterly. 12. Meet with the Foster Parent Association and encourage them to help with recruitment and explore utilizing the Foster Parent Incentive Fund. 13. Supervisor will go out and recruit by passing out flyers and talking with customers regarding recruitment and the need for Foster/ Adoptive Parents in Calhoun County. 14. Provide Calhoun County DHR Staff with recruitment material to take to their local Churches and different organizations. 15. Post Banners at the local ball fields.
9	Chambers (has participated in	<p>Submitted by Julia Ann Hyde, 06/07/2016</p> <p>Chambers County has a county wide recruitment of foster/adoptive parents March. We had a church to do some recruitment videos of our foster parents talking about the process and we did a video at the recruitment meeting. We had about 15 individuals</p>

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	Market Segmentation training when NRC was here)	<p>to attend. We had done county wide media coverage with an article done by David Bell of Valley Times News and he came to the recruitment and took notes for additional covered. Refreshments were supplied by the foster parents with various staff and foster parents speaking at the event. We sent announcements out through the newspapers, the schools, the Chamber Of Commerce and the churches.</p> <p>Then we had another recruitment event at the DHR office the first of May where we brought in new people to meet older foster parents. This event was more for people who had expressed an interest but who just couldn't commit. We got about 7 families out of this who are in the last stages of training.</p> <p>We have plans to do speaking engagements although word of mouth by the foster parents seems to be the greatest recruitment tool that we have. Our thought is for each family to bring in a family. We want to present that to our foster parents at the foster parent meeting in June.</p> <p>One of the biggest things that we need to do is to encourage our new staff to have respect for our foster parents. I see staff not being responsive to the foster adoptive parents and that can hurt our reputation a lot. Many of the foster parents go directly to Director or to the supervisor for answers and that has got to be our corrective action efforts. We have for the most part a great relationship with existing foster parents. I am asked to speak at Churches a good bit about recruitment and while these individuals have a big heart for the foster children I believe that it is the one on one efforts that work the best. WE have many people who call us from other counties to talk about being a foster parent and we try to be as responsive as we can to them. We have created a brochure which helps us in getting the word out.</p> <p>There is no place that we got that we don't approach people about being a foster adoptive parent. Some have taken us up on it.</p>
10	Cherokee	<p>Submitted by Allison Lord – 6/7/2016</p> <p>We will develop and utilize yard signs that will be placed throughout the community, which will address the County's need for foster/adoptive homes. The signs will have the resource worker's direct contact information.</p> <p>The resource worker will attend community events in an effort to recruit foster/adoptive parents. DHR staff will attend community meetings and discuss the need for foster/adoptive parents.</p> <p>Current and former foster/ adoptive parents will be invited to the office for an appreciation event. Each person will be challenged to invite someone who is interested in fostering and or adopting.</p> <p>When in-service meetings are conducted with the local school systems, the worker can discuss the need for foster/adoptive parents with school faculty.</p> <p>The resource worker will distribute coloring sheets to the local daycares and elementary schools that discuss the need for foster/adoptive parents.</p>
11	Chilton	<p>Submitted by Marilyn Colson – 6/7/2016</p> <ol style="list-style-type: none"> 1. Continue to follow up with all inquiries to advise them of dates of upcoming GPS orientation/classes. 2. Letters/flyers to selected churches regarding upcoming GPS classes: <p>FUMC Clanton</p>

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		<p>FBC Clanton FBC Jemison FBC Thorsby Maplesville Baptist Church New Life Church at Bethel Union Springs Walnut Creek UMC WEBC Lomax AOG First Assembly Grace Fellowship</p> <ol style="list-style-type: none"> 3. Advise local media about upcoming GPS classes and provide information for a newspaper article about the recruitment efforts, as well as working with newspaper to develop a series of informative articles regarding foster/adoptive parents and DHR/GPS classes. 4. Encouragement to foster parents in the monthly newsletter to recruit foster/adoptive parents. 5. On-going sign distribution of Open Your Heart/Open Your Home signs. 6. Email to staff providing GPS information/dates encouraging staff to help identify/recruit potential foster/adoptive parents. 7. Placing brochures regarding fostering/adoption in local hair salons along with the Open Your Heart/Open Your Home signs in the salon parking lot. 8. Utilize Chamber of Commerce email -newsletter announcement page for upcoming GPS classes and announce upcoming classes at monthly Chamber of Commerce luncheons. 9. Attend local community events where vendors/organizations can have informational booths, such as Chilton Co. Fair, Peach Festival/Jam/Parade, Health Fair, etc. and distribute recruitment materials to prospective foster/adoptive parents. 10. Provide brochures regarding fostering/adoption at the booth for the county-wide teacher meeting in August.
12	Choctaw	<p>Submitted by Gloria Graham, Service Supervisor – 4/29/2016</p> <ol style="list-style-type: none"> (1) Choctaw County DHR plans to distribute flyers to churches, civic organizations, local businesses, hospitals and other medical facilities. The flyers will contain information which will focus on the need for resources for foster/adoptive homes. (2) Choctaw County DHR plans to place an article in the local newspaper (upon approval from SDHR) to appear throughout the month of May focusing on the need for foster/adoptive homes. The newspaper article will focus on the need for homes for older children and children with special needs. (3) Choctaw County will continue to participate in the yearly Choctaw County Health Fair which is held in November of each year with a booth displaying information on how to become a foster/adoptive parent. <p>Rosa Mickles, Director and Gloria Graham, Service Supervisor</p>
13	Clarke	<p>Submitted by Janice Chapman, 6/8/2016</p> <ul style="list-style-type: none"> • Prepare a flyer to invite foster parents to an open House for foster home/adoption, have a short program welcoming everyone to the open house. Provide an overview of foster care/adoption process. Have GPS packets available for those who are interested. Explain the process of the GPS classes and give tentative dates. Have a foster parent to speak on their experience as being a foster parent. Send flyers to area churches, health departments and other agencies, newspaper article discussing the open house and possible radio stations that will not charge a fee upon approval.

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		<ul style="list-style-type: none"> • Partner with the Foster Parent Association to recruit homes. • QA/Resource Supervisor will go out and recruit by passing out flyers and talking with community to collaborate regarding the need for foster/Adoptive Parents in Clarke County. • Talk with local middle/high school students to create a poster contest regarding foster/adoption homes. This will be implemented in the month of November. • Also, the county plans to run an approved article in the local newspaper and on the Clarke County Child Advocacy web page during the months of May and November. • The agency will continue to partner with the local chamber of commerce and Clarke County Leadership Coalition to speak at their meetings to discuss the needs for resources for foster/adoptive homes. • The county will also participate in Clarke County Health fairs and distribute information regarding foster/adoptive homes. • QA/Resource supervisor will also ask to attend city council meetings in Clarke County to provide information regarding the needs of resources for foster/adoptive home. • Work in partnership with local foster/adoptive parents to recruit through word of mouth and other civic organizations throughout the year. • Place posters and pamphlets in the lobby of Clarke County DHR and local Health Department. • Recruitment materials included in report cards, mailed out in bank statements, utility bills.
14	Clay	<p>Submitted by Kay Robertson, 5/3/2016</p> <ol style="list-style-type: none"> 1. During the months of May and November the Department will display recruitment banners on the front lawn of the Department. 2. The Department will contact government, state, and local businesses about displaying English and Spanish recruitment flyers in their businesses during the months of May and November. This will include asking the local pizza business to add recruitment flyers to their pizza boxes, asking churches to include recruitment flyers in their church bulletins and announcements, and asking the Chamber of Commerce to include recruitment flyers in their newsletters. 3. The Department will contact local businesses about displaying recruitment messages on their business marquis boards. 4. The Department will run an approved recruitment article in the local newspaper each week for the months of May and November. The Department will also arrange to broadcast the approved recruitment article as a PSA on the local radio station during the months of May and November.
15	Cleburne	<p>Submitted by Leslie Smith, 5/5/2016</p> <ul style="list-style-type: none"> • Contact the local Mayor, Mr. Rooks and ask if the city of Heflin will be willing to display our large banner across the main road in town stating that Foster and Adoptive Parents are needed. The banner also has the number to reach the Department. • Place an article in the paper to correspond with the time that the banner is displayed within the Heflin City Limits. • Place smaller recruitment banners at locations such as churches, schools, banks, etc. outside of the city limits of Heflin.

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		<ul style="list-style-type: none"> • Print flyers to place in book bags of children in the Cleburne County School System. The flyers will outline the need for Foster and Adoptive Parents and encourage anyone interested to contact DHR. • Contact the local PARD and ask if we can display a banner on the fence around the field for baseball or football season to recruit Foster and Adoptive Parents. • Contact the President of CCFAPA and speak with them regarding the upcoming interest meeting and GPS class. Assess the possibility of payment for successful recruitment of new homes by other foster families. This recruitment incentive fee will not exceed \$100.00 as outlined in Foster Family Home/Adoptive Resource Approval Policies page 46. • Create and Provide flyers or information boards for placing at county offices such as city hall, the court house, local doctor's offices, etc. • Present at the Local County Fair in August of 2016 by having a booth and providing materials to anyone interested in Fostering and Adopting. • Contact the Chamber of Commerce and ask to utilize their meetings and activities for recruitment purposes. • Have local members such as the EMA, Law Enforcement, etc. make announcements on their Facebook pages that the County has upcoming Foster and Adoptive parent classes.
16	Coffee	<p>Submitted by Deana Stinson, 5/2/2016</p> <ul style="list-style-type: none"> • Advertisement for Months of May and November regarding need for Foster/Adoptive Parents <ul style="list-style-type: none"> ○ Southeast Sun, Elba Clipper, Enterprise Ledger ○ WZTZ Radio Station ○ Upon approval of SDHR, Connie Rogers • Flyers/Newsletters will be sent out to civic groups and churches in Coffee County to recruit for foster/adoptive parents. Any costs will be from Adoption Incentive Funds. • Foster Parent Appreciation Dinner May 12, 2016 for Current Foster Parents and Prospective Parents <ul style="list-style-type: none"> ○ Video will be shown about Foster Care ○ Information about Foster and Adopting Resources will be available at Dinner • Foster/Adoptive Parent Training will be offered face to face at least quarterly in Coffee County in conjunction with Coffee County Foster Parent Association and APAC. • Coffee County will host a face to face training/workshop available to staff and foster/adoptive parents related to permanency. • Specialized Recruitment <ul style="list-style-type: none"> ○ DHR Resource Staff will speak and/or set up booths in at least 3 churches during the month of May and November to bring awareness to the need for more foster/adoptive parents for certain children in foster care and for children in the future. • Increase in number of Trained Foster/Adoptive Trainers in Coffee County <ul style="list-style-type: none"> ○ 3 staff and one foster/adoptive co-leader are scheduled to attend TIPS Training and/or refresher training

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		<ul style="list-style-type: none"> County Wide Call to Foster /Adopt Celebration will be held in November. Luggage and other items needed for Children to assist with integrating child into placement will be purchased with Adoption Incentive Funds. Pre-placement Clothing will be purchased with Adoption Incentive Funds. Educational Learning Programs, tutoring, language/speech classes, treatment assessments, and behavior management training will be paid for by Adoptive Incentive Funds as needed to promote permanency for children in foster care with permanency plans of adoption.
17	Colbert Market Segmentation work & targeted recruitment planning in FY 2014	<p>Submitted by Tonya Holden, 5/3/2016</p> <ul style="list-style-type: none"> Work in partnership with our local foster and adoptive parent association to recruit through word of mouth and other civic organizations periodically throughout the year. Place pamphlets in Colbert County DHR lobby. Place brochures in doctor's offices, dance studios, dentist offices, restaurants, and other businesses as allowed. Letters to area churches/speaking events at churches. Letter to local businesses asking them to add to their business sign: <i>Contact DHR for Foster Parent/Adoption Information.</i> Attempt to locate free radio and newspaper advertising. Return all phone calls regarding potential foster parents within 24 hours. Follow up with those expressing interest on a routine basis. Place bookmarks in the local library. Set up a table at the Helen Keller Festival. Place yard signs throughout the community.
18	Conecuh	<p>Submitted by Kimberly Guidroz-Oputa – 6/24/2016</p> <p>Our agency plans to recruit foster parents utilizing the following methods:</p> <ul style="list-style-type: none"> Through word of mouth by our staff and existing foster parents and other community partners Newspaper Articles Church Bulletins/Flyers Hosting a Foster/Adoptive Parent Appreciation Luncheon and invite prospective parents Utilizing the local Radio Station for free air time to present program Contact other counties with a success rate with recruitment ideas Speaking engagements with civic and social clubs and community events
19	Coosa	<p>Submitted by Billie Robinson, Service Supervisor – 5/2/2016</p> <p>Coosa County DHR will continue our efforts in recruit foster/adoption throughout 2016 by the efforts listed below:</p> <ol style="list-style-type: none"> Coosa County DHR joined with several agencies (LE, Juvenile court, LCYDC, Central Middle and High School, ADPH, and many more) to have a huge event in Coosa County on Saturday, April 16, 2016. This event was county wide and was a huge turnout for the county. This was our “May” big event for recruiting foster and adoptive homes for Coosa County. Coosa County will place banners and yard signs out that were purchased in past years.

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		<p>3. Coosa County will contact local churches to place information about recruitment in church bulletins.</p> <p>4. Coosa County will use adoption incentive money to have signs made to place in local stores for foster parent recruitment.</p> <p>5. Coosa County will use adoption incentive money to purchase Lifebook materials.</p> <p>6. Coosa County will use adoption incentive money to purchase luggage for children in preparation around adoption.</p>
20	Covington (has participated in Market Segmentation training)	<p>Submitted by Natalie Pinson – 6/10/2016</p> <p>Covington County will continue all efforts to increase the number of foster and adoptive homes. Covington County holds at least two GPS classes per year. Recruitment efforts are held all year in an effort to share the need for support and new foster parents.</p> <ul style="list-style-type: none"> Covington County DHR will continue to speak to area civic organizations and agencies within the county. To date we have spoken to the Interagency Meeting (April 7th), where all leaders within community organizations meet together to plan and share their organization's goals. On July 14, 2016, we will speak with the Andalusia Office of Professionals. On August 2, 2016, we will speak with school teachers and their desire to support our children. Covington County DHR will continue to speak with local churches about the need for foster parents. Several churches have a solid foster parent base that will allow us to now partner with the church to add needed supports. Several churches have no foster parents and still need to know the local statistics and how to become a foster parent OR a support for the current foster children. Special emphasis will be given for large sibling groups and children with special needs. Jason Johnson spoke with the area foster parents for Foster Parent Appreciation Night on May 19th at Southside Baptist Church. We opened this event to the public and had several new inquiries. Jason Johnson spoke with the area pastors and surrounding county social workers about building support within the area churches. Covington County will participate in the Covington County Fair. Through the adoption incentive funds, we are planning to purchase tables and tablecloths (with DHR logo) so that we can adequately prepare our booth. Covington County DHR plans to partner with the Foster Parent Association in providing training to focus on team building between the social workers and the foster parents. We feel that if we improve communication with our existing foster parent base, that our foster parents will recruit within the county by telling others of their partnership with DHR
21	Crenshaw	<p>Submitted by Laura Hollis, 5/9/3026</p> <ul style="list-style-type: none"> PSA's on our local radio station, WAOQ Advertisement in the local paper, Luverne Journal Insert flyers in local church bulletins Foster/Adoption Display at our library Speak at local civic organizations Flyers on local pizza restaurant boxes Flyers on cars Flyers in our local supermarket sale paper Hand out free drink koozies at our local sports park Advertisement on our Health Department Scrolling Marque Sign National Logo sign displayed in the area where our local hospital, health department, DHR and children's hospital are located Recruitment Display at Relay for life walk/run & at the court house during National Child Abuse & Neglect Prevention Month

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		<ul style="list-style-type: none"> Foster/Adoptive Parent Recruitment cards available for taking at other local business Recruitment Display at local Peanut Boil Festival
22	Cullman Market Segmentation work & targeted recruitment planning in FY 2014	<p>Submitted y Lainie Alexander – 6/8/2016</p> <ol style="list-style-type: none"> Holding three GPS classes each year. Partner with Daystar Church. Recruit and hold a GPS class at their church. Recruit in January and the GPS class will be held February-May. Booth at First Baptist Church to recruit January, 2016. Safe Kids Expo and Child Abuse Awareness event with Cullman Caring for Kids April 2016. Place recruitment signs in front of agency and community regarding information on becoming a foster/adoptive parent. Advertise in local community notes regarding information on becoming a foster/adoptive parent. Post information at local supermarkets. Participate in adoption day with a booth at First Baptist Church November , 2016. Speak at various churches in the County throughout the year.
23	Dale	<p>Submitted by Barbara Harden, 5/12/2016</p> <ol style="list-style-type: none"> Flyers to hand out at area PTA meetings/ school events/community events re: how to become a foster/adoptive parent and process. Participate in several community events (Heart Gallery in Feb. ; Crawdad Festival in March; Adoption Awareness in May; Claybank Festival in October;) to recruit Foster/Adoptive families. Publicize GPS Orientation to be held twice yearly in spring and summer, typically, February/March and then July/August. Provide Ministerial Association and Baptist Association with Church Bulletin inserts for February/June church bulletins. Place information at the public library, court house, Wallace Community College and Troy State University. Inform Children's Policy Council members at quarterly meetings about how many adoptions achieved and ongoing and provide information on who to contact about anyone they know who is interested in fostering/adopting. Continue to utilize "Open Your Heart Your Home" signs in their yards and businesses that were purchased using the adoption incentive monies in previous years. Heart Gallery exhibit at Municipal Building spotlighting available Alabama children months of February and November. Newspaper articles regarding GPS, Foster and Adoptive parent activities, Heart Gallery, etc. Adoption Awareness event in May with all current adoptive/foster families and invite interested public to attend and participate in an art activity with refreshments—have publicity.
24	Dallas (has	Submitted by Wanda Goodwin, 5/2/2016

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	participated in Market Segmentation training when NRC was here)	<ol style="list-style-type: none"> 1. Beginning in May, we will recruit for foster parents through a billboard posted at the foot of the Edmund Pettus Bridge, which is a major thoroughfare for community residents and visitors. This proposed activity has been submitted for approval. 2. We will design and deliver recruitment material to local churches for announcements and posting in church bulletins. Several churches will be selected for church presentation to Sunday School classes, etc, or asked to display bulletin boards highlighting Foster Care Month. We will provide the material or set up the boards as needed. 3. In June, the foster parents will have a concert as a fund raiser. The participants will be area performers. A recruitment table will be placed at the entrance to this event and will be publicized once details are finalized for the date and venue. 4. A recruitment booth will be displayed at the county fair in October. 5. We will have an Adoption Month Celebration, and plan to coordinate this celebration with an actual adoption as we have several cases pending TPR's. <p>Dallas County's population is about 70% African American so many racial/ethnic groups will be captured with the above activities. Each presentation will emphasize the need for special needs, developmental needs and teen placements.</p>
25	DeKalb	<p>Submitted by Suzanne Thomas, 5/4/2016</p> <p>Community Resources:</p> <ul style="list-style-type: none"> • County will contact local churches and ask them to make an announcement in their bulletins and see if they will advertise on their marquees. • The Department will contact the Tourist Information Center about posting information on the Marquee. • County will have yard signs made to place strategically throughout the county to recruit more foster families. • County will contact the DeKalb County Board of Education and ask them to notify all the teachers and education staff about the need for more foster/ adoptive parents. <p>Clubs and Affiliations:</p> <ul style="list-style-type: none"> • Make speeches to civic clubs and other organizations to recruit more families.
26	Elmore (has participated in Market Segmentation training when NRC was here)	<p>Submitted by Jenny Story, Program Supervisor 5/2/2016</p> <ul style="list-style-type: none"> • Flyers will be placed in local grocery stores. The stores will be Winn Dixie in Wetumpka, Winn Dixie in Millbrook, Winn Dixie in Tallassee, and Food Outlet in Millbrook. • Flyers and other recruitment information will be placed in local businesses such as Dr.'s offices, Dentists offices and banks. • Local churches will put recruitment information in the church bulletins. • Resource Worker or Supervisor will speak at local churches, civic clubs and organizations regarding the foster care program and provide application information. • Elmore County DHR will host a Foster Parent Appreciation Luncheon and invite current Foster Parents to invite prospective parents. Recognition awards will be given to current Foster Parents and information provided to prospective parents. Speakers may include foster parents or former foster children.

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		<ul style="list-style-type: none"> • Offer incentives for current foster parents who refer prospective parents who complete GPS. • • Recruitment efforts will be focused in Millbrook area to recruit homes in that area.
27	Escambia Gail Cooper – participated in SDHR Market Segmentation work when NRC was here	<p>Submitted by Lynn Barnes, Director – 4/28/2016</p> <p>Escambia Recruitment Plan for May 2016</p> <p>The Department plans to engage in focused recruitment in May by arranging meetings with our county/city schools, medical professionals (Home Health agencies, Mental Health, Hospitals) in the Brewton and Atmore areas. The Department will meet with these groups and discuss the need for foster/adoptive homes for children with special needs i.e. medically fragile, behavioral issues. Refreshments will also be provided using our Adoption Incentive Funds.</p> <p>Escambia Recruitment Plan for November 2016</p> <p>The Department plans to engage in focused recruitment with the faith based community through speaking engagements at various churches throughout the county. The Department will also do a mass mailing to all churches in the community around the need for foster/adoptive homes for children in their respective communities. The letter will also include a request to speak at their church on the need for foster/adoptive homes in our area.</p>
28	Etowah	<p>Submitted by Karen Probus – 6/7/2016</p> <ul style="list-style-type: none"> • Participate in community events such as Downtown Gadsden First Friday and Gadsden State Community College – Non-Profit Day. • Contact local hospitals to inquire about setting up recruitment booth in lobby. • Contact local high schools to inquire about recruitment at football games/sporting events. • In May coordinate Etowah County Foster Parent Appreciation – Bring A Prospect Night with Life Church. • Schedule church speaking engagements. Currently planned: June, First Baptist Church Gadsden; Cherry Street Baptist Church Mission Night; July: WWMU Women's Group • In November, organize a Recruitment event to highlight Adoption/Foster Awareness celebrating National Adoption Month. Display banners previously purchased outside building. • GPS classes held at least twice and Deciding Together as needed. • Ask local businesses to display flyers. • Contact local newspapers regarding free advertising.
29	Fayette	<p>Submitted by Jason Cowart – 4/26/2016</p> <ol style="list-style-type: none"> 1) Continual feed in the local paper (Fayette Times-Record) noting the need for foster parents and contact numbers listed. Feed has been running continuously now for over a year. 2) Signs will be placed around the county as has been done in the past noting the need for foster home with contact number listed. 3) WLDX Morning Call Show (local radio station in Fayette) will be accessed as has been done in the past to get the word out on the need for foster homes.

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		<p>4) Need expressed via social media</p> <p>5) Last year WVUA-TV Tuscaloosa ran a story specifically for Fayette County citing the need for foster homes. Will try to do this again but perhaps with a larger station with more viewers.</p> <p>6) Fayette County DHR will continue to engage with community groups and attend meetings when possible to get the word out with respect to needing foster homes.</p>
30	Franklin	<p>Submitted by Amber Steward – 6/13/2016</p> <ul style="list-style-type: none"> • Displays and brochures about foster care and adoption will be placed in well-traveled places such as, hospitals, clinics, banks, beauty shops, barber shops, county courthouse and city halls. • Adoption Worker and Resource Coordinator will conduct speaking engagements at civic, social service, public and non-profit organizations including: Kiwanis Club, Rotary Club, Civitan Clubs, Domestic Violence Meetings, School In-services and churches. • Announcements about Foster Care and Adoption will be placed at churches and in • church bulletins during the month of February • Ads and spots about Foster Care and Adoption will be placed in all three (3) newspapers [Franklin Times, Franklin Free Press, and Times Daily] and on local radio stations in February • We will talk with City and County School Superintendents about placing a small note size flyer in student report cards • Submit information regarding Adoption to Franklin County Chamber of Commerce to be forwarded to member businesses • We will continue to work with the Youth, Employment, Seniors (YES) Foundation about getting the message of Adoption and Foster Parent Recruitment to the Hispanic Community (Board Members) • We are working with the Children's Policy Council to raise county awareness of children, including Adoption (Board Members) • We plan to use our Adoption Incentive Funds to purchase material to assist in training, and to purchase a color copier to create flyers and other recruitment material • Conduct Community Awareness Day regarding Foster Care & Adoption
31	Geneva	<p>Submitted by Denise Hanks, Supervisor – 4/26/2016</p> <ol style="list-style-type: none"> 1. Booth at Tomato Festival on June 18 2. Purchase items to give out at Festival 3. Contact court house to see if a booth can be set up 4. May-County Commissioners sign a proclamation for foster parent appreciation month (on the agenda) 5. Mail to all churches a short recruitment video for foster homes 6. Partner with Houston County DHR to be featured on WTVY at noon. The need for child and adult foster homes.

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		7. Recruitment sign in front of DHR.
32	Greene (Mollie Rowe has participated in SDHR Market Segmentation work with NRC	<p>Submitted by Beverly Vester – May 2, 2016</p> <ol style="list-style-type: none"> 1. Signing of Proclamation---Declaring May as Foster Care Month. 2. Publish article in Local Newspapers. 3. Participate in Special Community Events. 4. Set-up Display table at local businesses (Library, Courthouse, Hospital, DHR and etc.). 5. Printed brochures and flyers will be distributed at local businesses and churches. 6. Place an ongoing announcement regarding the need for foster parents in the surrounding churches Sunday bulletin and/or marquee sign. 7. Make announcements regarding the need for foster and adoptive parents during meetings with community partners. 8. A foster parent appreciation luncheon will be held to recruit potential parents. Current foster parents being recognized will be encouraged to invite at least one person that might be interested in becoming a foster parent or learning more about the foster parent process. A former foster child will be the guest speaker. The speaker will talk about their experience of being in foster care.
33	Hale Market Segmentation 12/19/2013	<p>Submitted by Rose Shadwick, 5/2/2016</p> <p>May 2016</p> <ul style="list-style-type: none"> • News Article for Foster Parent Month- Received information from Connie Rogers Rose Shadwick will put in paper. • Church Speaking engagements • Rose Shadwick-Bass Tabernacle, Akron, Alabama May 8, 2016 contact person is Arthur Jeames • Valerie Clements-New Jerusalem Missionary Baptist Church, Greensboro, Alabama-May 15, 2016 contact person is Brandon Croom • Shana Lucy-Living Word Church, Greensboro, Alabama- May 22, 2016 contact person is LaVitta Long • Tammie Thomas-Indian Mounds Baptist Church- May 29, 2016 contact person is Ken Robertson

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		<p>June 2016</p> <ul style="list-style-type: none"> • Church Speaking engagements <ul style="list-style-type: none"> ○ Rose Shadwick-Contact Rev. Steven Moore by May 26 to speak at his church in June 2016 ○ Valerie Clements-Bethlehem Baptist Church contact person May 26, 2016 to speak in June, 2016 ○ Shana Lucy-Contact Judge Wiggins by May 26 to speak at his church in June, 2016 ○ Tammie Thomas-Living Faith Church, Moundville contact person by May 26, 2016 to speak in June 2016 ○ Brochures, posters, flyers area MD/vets- Rose Shadwick, Tammie Thomas, Shana Lucy, Valerie Clements <p>July 2016</p> <ul style="list-style-type: none"> • Advertise w/school football schedules in both high school programs Valerie Clements Hale County High School and Greensboro High School • Advertise in church bulletins- • Rose Shadwick New Hope Baptist, Greensboro, Alabama • Valerie Clements First Baptist Church, Newbern, Alabama • Shana Lucy Bible Way True Holiness Church Greensboro, Alabama • Tammie Thomas First United Methodist Church Greensboro, Alabama <p>August 2016</p> <ul style="list-style-type: none"> • Advertise in school sports program • Tammie Thomas Hale County High School • Shana Lucy Greensboro High School • Valerie Clements Southern Academy • Coloring sheets & colors to restaurants

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		<ul style="list-style-type: none"> Rose Shadwick, Tammie Thomas, Shana Lucy, Valerie Clements Announcement regarding Recruitment efforts at all County sporting events Rose Shadwick <p>September 2016</p> <ul style="list-style-type: none"> School PTO's Rose Shadwick Greensboro Elementary School Tammie Hale County High School Shana Greensboro High School Valerie Clements Southern Academy <p>October 2016</p> <ul style="list-style-type: none"> Set up booth at Fall Festival at Lions Park Rose Shadwick/Valerie Clements Set up booth at Fall Festival Greensboro Elementary School Valerie Clements/Rose Shadwick Set up booth at Fall Festival Moundville Elementary School Shana Lucy/Tammie Thomas Give out Halloween Coloring Sheets to Schools Tammie Thomas, Shana Lucy, Valerie Clements <p>November 2016</p> <ul style="list-style-type: none"> News Article for Adoption Month Rose Shadwick Brochures, posters, flyers area churches Rose Shadwick, Tammie Thomas, Shana Lucy, Valerie Clements Church Speaking Engagements Rose Shadwick New Hope Baptist Church contact Wade McCrory to speak November 6, 2016 Tammie Thomas First Baptist Church Moundville Alabama November 13, 2016 Shana Lucy-Salem Baptist Church Greensboro, Alabama November 20, 2016

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		<ul style="list-style-type: none"> Valerie Clements-Gallion Baptist Church Gallion, Alabama November 27, 2016 <p>December 2016</p> <ul style="list-style-type: none"> Booth at Greensboro Christmas Parade Rose Shadwick, Valerie Clements Coloring Sheets to schools for Christmas –All Staff Brochures, posters, flyers area churches-All Staff
34	Henry	<p>Submitted by Beverly Miller & Julie Lindsey, Director – 4.28.2016</p> <ul style="list-style-type: none"> Feature a FP in local paper and/or TV Live at Lunch (partner with Houston County) Mail inserts regarding fostering to churches and schools, include that we would be happy to come and talk with any groups regarding fostering/adoption Booth at Yatta Abba Day Booth at Day Lilly Festival Ask restaurants to let us leave FC pamphlets at the register <p>Events already set up:</p> <ul style="list-style-type: none"> Proclamation for FC month – Judge Peterson May 4th @ 3:00 p.m. In-service with Headland school
35	Houston	<p>Submitted by Judy Walding – 4/28/2016</p> <ol style="list-style-type: none"> Get our Name Out <ol style="list-style-type: none"> Contact Dothan Eagle and Dothan Progress about running articles prior to GPS class starting. Will also use Adoptive Incentive Funds to run ads which are approved by Connie Rogers. Meet with Houston County Commissioners and Dothan City Commissioners to explain who we are, what we do, and answer any question. Will be contacting them about getting on the May agenda. Contact local TV and radio stations about interviews. This will only be interviews and no ads. Place general announcements on staff Facebook pages. (No confidential information shared.) Make Ourselves Available <ol style="list-style-type: none"> Send out letters and/or call local churches to inform that we are willing/able to speak with large or small groups. Coordinate with other local organizations that offer GPS to try and make a class available year-round in this area.
36	Jackson Market Segmentation work on July 2013	<p>Submitted by Jennifer Owens, 5/2/2016</p> <p>Jackson County DHR will have GPS classes February -April and September-November.</p> <ul style="list-style-type: none"> Information about classes is mailed to all churches within the county at least one month prior to classes beginning (January and August)

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		<ul style="list-style-type: none"> • Posters will be hung at the local hospital prior to classes. Worker will also contact the Rec Com to possibly hang a poster. (January and August) • Worker will contact the libraries about setting up a book display regarding foster care/foster parenting along with posters and recruiting material prior to classes beginning each time (Jan/Aug) • Contact banks and other business with marquis to advertise classes • Contact North Jackson Electric Board about an article or information about classes in Alabama Living. • Recruitment yard signs • Recruitment signs at two softball fields • Recruitment ad on School Calendars • Bookmarks and other informative materials provided during any recruiting events • Worker sends postcards to all inquiries about foster parenting • Worker mails information to potential foster parents • Contact newspapers about approved articles prior to classes • Local paper is doing a series during May for Foster Care Awareness. • Contact Baptist Association about putting information in their newsletter • Scottsboro Christmas Parade float • Speaking engagements with churches, church groups, other organizations • Chamber Chat interview, speaking at Kiwanis • FAPA began a Facebook page in an effort to recruit and to post about training opportunities. • Recruitment incentive paid to current foster parents as they refer families that become licensed. <p>Maintenance:</p> <ul style="list-style-type: none"> • Foster Parent Appreciation Dinner, Back to School Party, Christmas Party • National Adoption Month Celebration for the year's completed adoptions • Monthly training with FAPA and Shocco Springs Training for foster parents • Obtaining discounts for foster parents and/or foster children at various locations • Getting sponsors/donations for foster children's birthdays • Quarterly FAPA newsletter • Providing CPR/First Aide at DHR office twice per year. (April/May and November/December) • Working with community churches to host FAPA meetings
37	Jefferson - includes Bessemer Division (has participated in abbreviated Market Segmentation training)	<p>Submitted by Angela McClintock, Director, 5/2/2016</p> <p>Goal: Provide stable foster home placements for children entering foster care so that they experience a minimal number of placement episodes in the journey toward permanency and provide adoptive homes for children that cannot be unified with birth family.</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Increase current foster Homes in Jefferson County (Birmingham & Bessemer) from current number of 239 to 275. Target approval of at least 10 homes specifically for teens and at least 10 for medically fragile/special needs children. • Provide foster parents with pre- & post-adoptive services as needed. • Increase the number of children that are adopted by their TFC foster parents.

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		<ul style="list-style-type: none"> • Make contact with all of the TFC providers and ask that we be allowed to speak to their staff about the benefits of adoption and the adoption process. • Partner with TFC providers by serving on their GPS panels to discuss adoption and answer any questions that the potential foster parents may have related to becoming adoptive parents of older youth. • Increase the number of adoptions of children that have the case plan of ANIR <ul style="list-style-type: none"> • Continue to partner with APAC to serve on their GPS training panel for adoptive parents to develop a relationship as well as respond to any questions related to policy and procedure and practice within Jefferson County. • Continue to coordinate and partner with APAC to staff recruitment events and activities within the community. • Utilize APAC services to support potential adoptive, adoptive and post-adoptive families. <ul style="list-style-type: none"> • Recruitment Intake Line: Continue to provide more personalized ongoing engagement with prospective foster and adoptive resources that make inquiries via the County Hotline by sending informational packets within three days of inquiry. Follow up within one week of packet being mailed and at least monthly until participant has begun training or elected to withdraw from the process. We will follow up with inquiries made to the State Hotline by making contact within one week of receiving their contact information. <p>Recruitment Activities:</p> <p>Recruit members for Foster & Adoptive Resource Recruitment (FARR) Work Group/Committee</p> <p>The FARR Committee will serve as a working group to assist with recruitment and retention of foster and adoptive resources in the county. The committee would expand our scope and assist with brainstorming recruitment ideas, identifying other resources, planning community based events and activities. The committee will meet bi-monthly beginning March 2016. Participants will be recruited from DHR staff, community partners including but not limited to medical community (Nell Henderson liaison); Education (Tonya Ryan-Coker); Law Enforcement, Foster Parent Association (Tracy Hacker, FPA President, Judith Story, Bessemer President), Religious Community, Neighborhood Association presidents, Civic and Community Leaders, and Corporations, Churches; children's policy council; local foster parent support groups (Gardendale First Baptist); Altar 84 a local Orphan Care Ministry that partners to support local foster & adoptive families.</p> <ul style="list-style-type: none"> • Committee organizational meeting to identify targeted goals. • Collaborate with Children's Hospital of Alabama, U.A.B. Hospital, St. Vincent's Hospital, Grandview Hospital, Brookwood Hospital, Princeton Hospital, Trinity Medical Center to develop strategies for recruitment of homes for medically fragile children from the medical community. <p>Social Media – Continue to post notices of training, foster parent incentive payments, recruitment calendar of events on Jefferson County Alabama Foster Parent Association Facebook page. Tracy Hacker, Jefferson County foster parent association president will serve as the contact.</p> <p><u>January</u> Orientation & GPS Training – Birmingham</p>

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		<p><u>February</u> Orientation & GPS Training – Bessemer</p> <p><u>March</u> Make contact with potential work group committee members Poster & Brochure Campaign Place Open your heart posters and/or brochures in hospitals & schools; physician offices</p> <p><u>April – Child Abuse Prevention Month</u></p> <ul style="list-style-type: none"> • Poster Campaign continues • Develop presentations that target potential foster homes for teens, medically fragile and sibling groups in partnership with Children’s Aid Society and Children’s Health Systems. • Table set up outside of hospital break rooms in effort to recruit medical staff to foster medically fragile foster children. • <p><u>May – Foster Care Month</u></p> <ul style="list-style-type: none"> • GPS Orientation & Training Class – Birmingham • May 16th - Foster Parent Appreciation Picnic <p><u>July</u> Tannehill Trade Days – Anna Smith Contact GPS orientation & Training - Birmingham Presentations that target potential foster homes for teens, medically fragile and sibling</p> <p><u>August</u> Presentations to school staff target need for homes for teens</p> <p><u>September</u> GPS orientation & training – Birmingham</p> <p><u>October</u> Presentations to hospital staff</p> <p><u>November – National Adoption Month</u> Partner with Heart Gallery Alabama to host Adoption Month event</p> <p><u>December</u> Retention Activities</p>

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38	Lamar	<p>Submitted by Rachel Oakes – 6/8/2016</p> <p>Service Unit meet to discuss: (a) new ideas for foster parent recruitment (b) identify community partners for recruitment © identify workers willing to volunteer to speak (d) identify worker to respond to info requests (e) identify tracking system of responses</p> <p>Send letters to all local newspapers volunteering to speak about becoming foster/adoptive homes at church, civic, and organization meetings. The local newspapers are: The Lamar Democrat, The West Alabama Gazette, The Lamar Leader</p> <p>Call the Office of Permanency Recruitment and Retention to obtain new recruitment materials and to obtain information about Federal Adoption Incentives for counties and the incentives' legitimate uses.</p> <p>Make a list of local businesses and divide among service unit. Call local businesses and ask for permission to hang posters/place flyers.</p> <p>Send article to local newspapers regarding the need for foster/adoptive homes.</p> <p>Contact local radio station WVSA and request public service announcements for foster homes.</p> <p>We will contact the nearest Mississippi TV station (WCBI, Columbus, Ms) and request public service announcements for May.</p> <p>Take flyers and or posters to businesses that have agreed to partner.</p> <p>Ensure that each person that has inquired about becoming a foster/adoptive home has received a response from our agency.</p>
39	Lauderdale (has participated in Market Segmentation training in Dec., 2013)	<p>Submitted by Jennifer Berry, 5/9/2016</p> <p>All interviews, mailings, posters, etc. will mention the need for foster and adoptive homes as well as the date of our upcoming GPS classes</p> <ol style="list-style-type: none"> 1. Set up interviews as well as public service announcements with local radio stations to share the need for homes - Kix 96, WQLT 107.3, WLAY 103.5, Rock 105.5, Star 94.9, WBTG 106.3, WBCF 97.1, Alabama Public Radio 2. Contact local newspapers and magazines about running stories about the need for homes and possibly include an interview with a foster/adoptive parent – Times Daily, Courier Journal, NOLA Magazine, Shoals Women Magazine 3. Contact and go to the area's larger churches to speak about the need for homes – Christ Chapel, Crosspoint Church,

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		<p>Faith Church, First Assembly Church, Florence Boulevard Church of Christ, Highland Baptist Church, St. Joseph Catholic Church, Underwood Baptist Church, Woodmont Baptist Church</p> <ol style="list-style-type: none"> Mass mailing to all churches in the county asking them to share information with their congregations concerning the need for homes and we will include paperwork that would fit in a church bulletin or paperwork that could be hung on a bulletin board Ask our staff members to share information with their families, churches, and friends concerning the need for homes Place information in the teacher's lounges at the city, county, and private schools advertising the need for homes Pass out the yard signs that we already have to our foster and adoptive parents, staff members, and any person or business that is willing to display the signs where they can be seen
40	Lawrence	<p>Submitted by Corey Williams, 6/7/2016</p> <p>Lawrence County DHR will continue to recruit foster and adoptive families by:</p> <ul style="list-style-type: none"> Conducting GPS classes once per quarter, which is 4 times a year. Partner with local churches by making presentations and placing an ad in their church bulletin on a monthly basis. Make presentations at the Rotary Club as needed. Contact the Moulton Advertiser to place articles regarding recruitment of foster and adoptive families. Bring awareness to the community by contacting regional and local radio stations regarding foster/adoptive recruitment. Set up tables at local hospitals to provide information to those that are interested. Contact Lawrence County Board of Education to schedule presentations at all Lawrence County PTA Meetings at each school twice a year. Participate in local and community events by setting up tables and providing information. Placing flyers in the courthouse. Reach out to all service and civic groups to speak at their monthly meetings.
41	Lee (has participated in Market Segmentation training when NRC was here)	<p>Submitted by Lisa Kelley, 5/5/2016</p> <ul style="list-style-type: none"> Recruiting efforts will focus on identifying more homes that are willing and able to take teenagers and sibling groups. The Resource Unit will conduct a minimum of three GPS classes in 2016 and will provide Deciding Together as needed to maximize the number of foster homes available to children in Lee County. The Resource Unit will submit a sample news release for foster home recruitment to the local newspapers (Opelika/Auburn News & Auburn Plainsman) in May and in November. The Resource Unit will submit a PSA to be announced on local radio stations such as Auburn Network Inc., Jarrell Communications, and Tiger Communications in May and in November. During all trainings and meetings, foster and adoptive parents will be asked to share their experiences and the need for foster homes through word of mouth, testimony, social connections, and emails to their family and friends and refer

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		<p>potential providers to the Resource Unit.</p> <ul style="list-style-type: none"> Resource workers will seek opportunities to display foster/adoptive brochures and materials and to speak at local church organizations and civic groups. Community partners, such as Judge Mike Fellows/Carrie Fellows, BigHouse Foundation Director Micah Melnick, Story Book Farm Director Deanna Little, and Auburn University Athletic Director Jay Jacobs/Angela Jacobs, have all committed to assisting in recruitment events. We will continue to ask new community partners, church members, foster parents, and adoptive parents to be active recruiters throughout the year. We will provide recruitment materials and staff assistance as needed. In August 2016, The Resource Unit will send letters to local churches throughout Lee County in an effort to recruit foster parents.
42	Limestone	<p>Submitted by Angela Mayberry, 6/23/2016</p> <p>Limestone County 2016 Recruitment Goal: Develop a Limestone County Recruitment Team to plan and implement successful foster and adoptive parent recruitment ideas in order to have a successful recruitment all year.</p> <p>Radio- DHR will provide a recruitment announcement for WKAC and WZYP.</p> <p>Advertisement- Limestone County DHR will ask the Athens News Courier/Decatur Daily to run an article in Lifestyles in November. Possible topics of discuss: General Information, Questions and Answers Interview with a foster parent, Ways to Support a foster parent, All types of foster parents (single, two parent) Teens</p> <p>DHR will run an announcement weekly in the Limestone Ledger regarding the next GPS class scheduled for August 23, 2016.</p> <p>Church Involvement- Resource Worker will mail all churches in Limestone County a flyer regarding the next GPS class. All of DHR staff, foster and adoptive parents will be asked to take a brochure to display at their church, hair salon, child's school/sports facility.</p> <p>School Involvement- Resource Worker spoke with local schools to hand out flyers or post a flyer during the month of February 2016.</p> <p>Continue to place sign in front of DHR and around town regarding the need for adoptive and foster parents.</p> <p>November 2016 Adoption Celebration will be held to celebrate all adoptions from November 2015 to November 2016. The adopted families will receive a certificate, cake, punch and the child a surprise (last year Resource Unit gave the families a monogrammed plate). Judge Woodruff is the guest honor and he is presented with a token of appreciation. (last year he received a monogrammed plate with all of the adoptees named)</p>
43	Lowndes (has participated in Market Segmentation training – with other counties)	<p>Per Jacqueline Lee, QA/Resource Coordinator – 4/29/2016</p> <ul style="list-style-type: none"> DHR will recruit for additional foster /adoptive parents by <ul style="list-style-type: none"> Participation & Collaboration: <ul style="list-style-type: none"> Lowndes County Public Schools Head Start week of the young child in the month of May in collaboration with LCBOE Head Start (Resource Supervisor) local health fair October LCBOE Head Start (Resource & Service Supervisors)

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		<ul style="list-style-type: none"> ▪ Senior Olympic held in March (Adult Service Supervisor) ▪ SCADC and Beulah P. B. Church Mayfest May 2016 (Director) ▪ Lowndes County Board of Education Back to School Rally Sept. 2016(Resource Supervisor) ▪ Blue Ribbon Campaign in observance of Adoption Nov. 2015 (Service Supervisor) • DHR will recruit for additional foster /adoptive parents by <ul style="list-style-type: none"> ○ Planning and Sponsoring <ul style="list-style-type: none"> ▪ Expo October 2016 (Resource Supervisor) ▪ Foster & Adoptive Parent(s) Workshop November 2016 (Resource & Service Supervisors) ▪ Free Advertisements Lowndes Signal, July 2016 (Resource Supervisor) ▪ Senior Olympic held in March (Adult Service Supervisor) ▪ SCADC and Beulah P. B. Church Mayfest May 2016 (Director) • DHR will recruit for additional foster /adoptive parents by <ul style="list-style-type: none"> ○ Distribution of flyers <ul style="list-style-type: none"> ▪ Local Churches June 2016 targeting communities of faith (Resource Supervisor) ▪ Post Offices within the County June 2016 targeting special race and ethnic groups (Resource Supervisor) ▪ Local Businesses June 2016 targeting group speaking another languages (Resource Supervisor) ▪ Court House June 2016 targeting all citizens (Resource Supervisor) ▪ Local Mental Health & Health Department August 2016 targeting children with special health care or developmental needs. Resource & Service Supervisor) <p>The Department will follow up with potential foster/adoptive parent's inquiries through phone contact and through the mail.</p> <p>Additional Comments: Blue Ribbon Campaign was held in November 2015 coordinated by Service Supervisor. EXPO: October 2016 will be coordinated by Resource Supervisor Plan develop by Rachel Waters, Linda Body and Jacqueline Lee</p>
44	Macon (has participated in Market Segmentation training when NRC was here)	<p>Submitted by Linda Bibb – 6/7/2016</p> <p>Macon County Department of Human Resources is ecstatic to announce that two individuals completed Deciding Together Classes in May 2016.</p> <p>The Department will continue to recruit within the community by the following methods:</p> <ul style="list-style-type: none"> • Free Weekly advertisement in Tuskegee Newspaper (local newspaper) • PSA on local radio station, WUBZ 100.7 FM Radio (Pending State Approval) • Place recruitment flyers in the lobby of the office regarding information on becoming a foster/adoptive parent. • Foster/Adoptive Parent Appreciation Luncheon (May) • Mail letters of need for foster/adoptive home to local churches • Attend local parades to distribute flyers (October, November, & December) • Speak at local civic organizations, sororities, and fraternities meetings to express the need and importance for recruiting local foster/adoptive parents • Place recruitment flyers in local businesses • Resource Worker will contact local library about setting up a recruitment booth during the summer months

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45	Madison Market Seg working session March 2015	<p>• Open Your Heart, Open Your Home Holiday Open House (December)</p> <p>Submitted by Tonita Phipps, Director – 4/29/2016</p> <p>We plan to implement at least one activity each month depending on availability and scheduling with identified community participants.</p> <p>May 2016</p> <ul style="list-style-type: none"> • Order/print new brochures and banners • Partner with local church/foster parents attending the Christian Alliance for Orphans conference in Florida to learn ways mobilize church and community to partner with the Department in recruitment efforts and support • Provide brochures/table at the gospel explosion held in May • contact local shopping mall to display banners throughout the month • purchase additional training material for foster/adoptive parents <p>June 2016</p> <ul style="list-style-type: none"> • Host a festival at the Department with food trucks/DJ/gathering to provide information on fostering and adopting • Attend concerts in the park in Huntsville and Madison areas to provide brochures to participants • Contact Alabama A&M University, Calhoun Community College, and University of Alabama Huntsville to display materials at the colleges; banners in athletic arenas; contact high school athletic departments to display banners at their athletic fields <p>The following activities will be based on scheduling within the community:</p> <ul style="list-style-type: none"> • Contact local African American churches to inquire about hosting GPS classes on site • Contact local hospitals to set up a table in the lobby to provide information on fostering and adopting children with medical needs • Provide lunch at the NICU to recruit medical personnel • Arrange to participate in family information events with the YMCA/set up table • Contact the Chamber of Commerce to place information on their website about fostering/adopting • Participate in the Veterans Day and Christmas parades/pass out information on the route • Contact local social work departments to disseminate information • Contact local Leadership group of young professionals, CONNECT, to speak with their group • Sponsor a Christmas tree at Brahan Spring park decorated with information/brochures about foster/adoption • Inquire about placing posters in local pet stores, Target, Walmart, Publix, Wendy's • Put brochures in as many race packets throughout the year as possible • Put up a banner at the car show in June
46	Marengo	Submitted by Ginny Westbrook, Resource Worker – 4/29/2016

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	(has participated in Market Segmentation training – Charlotte? When NRC was here.	<p>Marengo County Department of Human Resources is eager to begin our recruitment campaign for 2016. Our agency understands the importance of finding homes for children</p> <ul style="list-style-type: none"> • Place Foster /Adoptive Parent brochures/flyers in local doctor's offices and pharmacies before 5-31-16 • Partner with Local AFAPA to plan and implement recruitment events • Our agency will place posters/banners/flyers throughout the county • Our agency will send out bulletin insert/ flyers to churches • Our agency will use local radio stations to promote the recruitment of foster/adoptive families • Our agency will present information at public/private meetings regarding foster/adoptive families recruitment • Our agency will place an article in the local newspaper and/or shopper's guide • Resource worker will attend TIPS training and plan a class for the Fall of 2016 • Marengo County DHR is excited about this plan for building quality, safe, and permanent homes for our foster/adoptive children. If you have any questions, please feel free to contact the undersigned at the numbers provided. <p>Ginny Westbrook- Resource worker (334) 295-2030 Tawanna Jones- Service Supervisor (334) 295-2027</p>
47	Marion	<p>Submitted by Kier Vickery, 6/7/2016</p> <ol style="list-style-type: none"> 1. Signs placed around the county noting the need for foster homes with contact number listed. (We recently ordered brighter, more visible signs) 2. Continue speaking to church and civic groups about the need for more foster homes. When possible, have local newspaper in attendance at meetings to help w/media coverage. 3. Needs expressed via social media (Director and workers sharing posts from statewide adoption and foster parent agencies) 4. Display table promoting foster parenting at the annual Breaking the Cycle of Abuse child abuse conference at Beville State Community College every April. 5. Display tables at other community events in the county. 6. Letter to the editor of the local paper (the Journal Record) explaining the need for foster parents. 7. Posters/flyers placed on bulletin boards in each town. 8. Bookmarks left at local churches. 9. Licensure worker to explain recruitment bonus to existing foster parents at next visit.
48	Marshall	Submitted by Marcia Parker – 6/16/2016

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		<p>Targeted Activities for Month of May 2016:</p> <ul style="list-style-type: none"> • Newspaper articles in three county newspapers (one in each city of: Guntersville, Albertville and Arab.) Articles have been in county newspapers in November and December 2015 to highlight adoptions in 2015 and to announce GPS classes that began 1-12-16. (We will also have stories regarding May foster parent celebration and recruitment events at the libraries in five cities in the county.) • Foster Parent Celebration/ Recruitment event scheduled for May 2016 at the five public libraries in the county. DHR will partner with the library in each town to host an event to celebrate current foster parents and recruit new foster parents. The Libraries will provide the location and host children's activities while DHR meets with the adults. Recognition will be given to current foster parents and staff and foster parents will be on hand to talk to potential foster parents. Participants will register for a door prize of donated items at each location. AIF are being used to purchase two pop up banners to be used at this event and they can be displayed at future locations throughout the county. • Event flyer sent to the Chamber of Commerce in each of the five cities with libraries to be sent out in email news from the chamber • Church bulletin inserts in various city/county churches (all denominations). Contacts have been made with foster parents and staff to target the churches they attend. • Spoke at one of the four Haitian Churches in our county on a Sunday morning regarding DHR. The church provided a translator for the event. • Email reminders to foster parents to help us with word of mouth contacts in the community. • Staff manned a booth in April at the Alabama Poultry and Egg Festival that is held annually in Boaz. This is a two day event. Used Adoption Incentive Funds to purchase a tent and update a poster. • Post yard signs throughout the county to promote awareness for the need for additional foster parents. These were provided by Adoption Incentive Funds in 2014. • Personal phone calls to all names on the list who have previously contacted DHR regarding an interest to foster. • Post dates of foster parent classes on Marshall County DHR Facebook page and make use of other social media for recruitment. Facebook event for all the county library celebrations. <p>Targeted Activities for Month of November 2016:</p> <ul style="list-style-type: none"> • Newspaper stories regarding families that have adopted in Fiscal year 2016. With three county newspapers we try to cover a different family in each city the paper targets. • Adoption Celebration for all the adoptions completed this year. Adoptive families, legal community, legislators DHR board and others invited to this event. We will also host a balloon release at the celebration for all the children adopted during the year. Some of the funds to cover this event come from United Way of Marshall County. <p>Continuous Activities:</p> <ul style="list-style-type: none"> • Announcements of scheduled GPS classes through media and area newspaper. Future classes to begin in June and September 2016. • Individual contacts through Chamber of Commerce events, Marshall County Interagency and other community events • Three GPS sessions per calendar year. The first class began 1-12-16. • Distribution of business cards, church bulletin inserts and flyers regarding the need for additional foster homes to be used throughout the year. These were provided by Adoption Incentive Funds in previous years and supplies are still on hand.
49	Mobile	Submitted by Belinda Harris, 5/4/2016 –

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		<p>April</p> <ul style="list-style-type: none"> Recruitment posters distributed to local merchants, businesses, local health care provider staff breakroom, and staff breakroom in local assisted living facility breakroom. Distributed by Tonja Smith Foster Parent Orientation – April 9, 2016 - Lugretha House and Jeremy Mosley <p>May</p> <ul style="list-style-type: none"> Foster parent Reception, local media will be invited – Tentatively scheduled for May 10, 2016; initiate contact with media 1st week in May Tonja Smith/Resource Unit Recruitment Imitative Presentation- Greater Mobile Chapter, Links Incorporated: May 22, 2016. Initial contact has already been Made by Tonja Smith, Resource Supervisor regarding finalizing arrangements <p>June</p> <ul style="list-style-type: none"> Newspaper Ad – in Sunday paper – make contact/submit for approval to state office 2nd week in May Recruitment initiative at local churches – send out letters 4th week in May Resource unit Foster Parent Orientation – June 14, 2016 -Donna Wilson/Tonja Smith GPS Training – June 9, 16, 23, 30, 2016 –Conducted by Lugretha House and Jeremy Mosley <p>July</p> <ul style="list-style-type: none"> Trinity Broadcasting interview slated to interview Foster/Adoptive parent – make contact last week in May to arrange interview (Keri Lett) GPS Training – July 7, 14, 21, 28 2016 – Conducted by Lugretha House and Jeremy Mosley Foster Parent Orientation – July 12, 2016 -Donna Wilson/ and Tonja Smith Post recruitment material at local libraries – 3rd week of July -Tonja Smith <p>August</p> <ul style="list-style-type: none"> Partner with APAC for Recruitment Campaign – Resource Unit – make initial contact 1st week in July- Donna Wilson Foster Parent Orientation – August 9, 2016-Conducted by Tonja Smith and Donna Wilson) GPS Training – August 4, 11, 2016 –Conducted by Lugretha House and Jeremy Mosley <p>September</p> <ul style="list-style-type: none"> Attend PTA/PTO Meetings for the purpose of Foster Parent recruitment – arrange to attend meetings 2nd week in August- Resource Unit Send information to local churches to include recruitment information on church bulletins – mail out information 3rd week in August-Resource Unit GPS Training – September 22, 29, 2016 – Conducted by Tonja Smith and Donna Wilson. Recruitment Imitative Presentation at USA Hospital date TBA - Initial contact has already been initiated by Tonja Smith, Resource Supervisor. <p>October</p>

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		<ul style="list-style-type: none"> • Foster Parent Orientation- October 11, 2016- Conducted by Debbie Martin and Kerri Lett. • Recruitment Initiative Presentation at the Junior League of Mobile – October 11, 2016. Initial Contact has already been initiated by Tonja Smith, Resource Supervisor regarding arrangements. • GPS Training – October 6, 13, 20, 27, 2016 – Conducted by Tonja Smith and Donna Wilson <p>November</p> <ul style="list-style-type: none"> • Foster Parent Orientation – November 8, 2016- Conducted by Jessica Bones-Sigler and Latorie Horn • GPS Training – November 3,10, 17, 2016- Conducted by Tonja Smith and Donna Wilson • Partner with APAC for National Adoption Month – Resource Unit <p>December</p> <ul style="list-style-type: none"> • Provide literature to current foster parents to be given to family friends etc. regarding adopting and fostering. This will be given to current foster parents at Annual Foster Children's Christmas Party – 1st or 2nd week in December -Resource Unit/Adoption Unit/
50	Monroe	<p>Submitted by Barbara Wesley, 5/3/2016</p> <p>Monroe County Foster / Adoptive Recruitment Plan for May 2016</p> <p>Monroe County plans to schedule a recruitment day in May by meeting with the Home Health agencies, Mental Health, Hospital, Medical Professionals, City/County Law Enforcement Agencies and School Superintendent. Recruitment pamphlets will be distributed. Resource worker will discuss the need for foster/adoptive homes in Monroe County. Radio and newspaper ads will also be done in the area.</p> <p>Monroe County Foster / Adoptive Recruitment Plan for November 2016</p> <p>Monroe County plans to schedule a recruitment day in November at the Annual County Thanksgiving Dinner. The entire community participates in this event. Monroe County DHR will be able to meet with Community Partners as well as Faith Based Community leaders to address the need for foster/adoptive homes.</p>
51	Montgomery (previous staff – now retired - has participated in Market Segmentation training)	<p>Submitted by Jan Casteel, Asst. Director – 5/3/2016</p> <ol style="list-style-type: none"> 1. The Department needs to improve overall number of foster/adoptive resources and develop pool of applicants that reflect the ethnic and racial diversity of families we serve. <p>Goal: To recruit additional foster family homes that consists of a diverse pool of applicants to service our children.</p> <p>Plan: The Montgomery County DHR is planning to reach out to local churches, government agencies, grocery stores, businesses, and other civic organizations in an effort to recruit foster/adoptive agencies. We have already made contact with the following agencies: Montgomery County Foster Parent Association- Lauren Matson, Kathy Eiff- Live the Promise.org- Live the Promise, Led by Promise686, depends on a coalition of churches working together. Publix Stores, Shepard's Staff Ministries, Frazer United Methodist Church, Eastdale Mall, East Chase Mall, Montgomery Zoo, Local Churches in the Community. We have facilitated</p>

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		<p>recruitment events at Maxwell Airforce Base and will continue to work on recruitment efforts with military families.</p> <p>Possible Tactics: Contact agencies and schedule dates to set up table/recruitment activities with information on foster/adoption. Participate in community events.</p> <p>Time Frame: Monthly</p> <p>2. The Department needs to have more foster family homes that are willing and able to work with our teenagers that are in foster care.</p> <p>Goal: To recruit reliable adults that are willing to accept challenging youth</p> <p>Plan: The Department plans to reach out to individuals in the community that are retired/stay at home parents that can better assist in working with our youth. Conduct informational meeting related to providing care for our youth.</p> <p>Possible Tactics: The Department needs to increase community involvement and educate community about need for foster/adoptive parents. Set up recruitment activities at schools and local churches. Partner with local agencies that work with the youth.</p> <p>Time frame: Monthly/as needed</p> <p>3. The Department needs to develop protocol to assist in matching children and youth better with resource families.</p> <p>Goal: Determine what foster parent areas of experience, knowledge, and capability</p> <p>Plan: Contact foster parents to re-evaluate what their strengths and needs are to better assess the types of placements that will more likely to manage well.</p> <p>Possible Tactics: Provide additional training opportunities for foster parents to learn skills to better manage various types of emotional/ behavioral needs of our children.</p> <p>Time Frame: As often as needed/available</p>
52	Morgan 3 staff from Morgan sat in on Market Seg training/ work day held in Madison County.	<p>Submitted by Pam Jones, 6/9/2016</p> <p>1. Focus in February: Recruitment of African-Americans in honor of Black History Month. Place flyers/information in primarily black churches bulletins. Contact at least 5 community organizations and/or churches that have large African American population to speak or get literature to and provide with information on the need in Morgan County for adoptive and foster homes. Utilize a current African American foster parent to assist with recruitment.</p> <p>2. Focus on parents who are interested in teens-Contact community that primarily provide services to teens and get literature and offer to speak to group. Look at possibility of highlighting teen who has exited foster care or family that has adopted teens and is doing well in newspaper or local magazines. Target youth ministers at local churches. Utilize local foster parents who primarily take teen placements to assist.</p>

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		<ol style="list-style-type: none"> 3. Focus on sibling recruitment-Look at spotlighting families who have adopted sibling groups and/or needs of sibling groups to local organizations/churches. Contact current or former foster parents who have adopted large sibling group to feature in local publication. 4. May is National Foster Care month so highlight local Foster Care Appreciation night in Social section of Newspaper/Community Events in Decatur. Publicize the next GPS group date and time. 5. Since Father's day and National Reunification Month are both in June, look at focusing on men's local organizations to get information regarding the role foster father's play in children's lives and look at article with local paper in Hartselle. Look at featuring single foster father who currently fosters several children. 6. Target medically fragile recruitment in August and September by contacting local nurse's organizations, school nurse and medical auxiliaries. Send material regarding the need for medically fragile homes and the requirements/benefits. Try to schedule speaking engagements at several of these organizations. Request one or both of the current medically fragile foster parents who have adopted to assist with speaking engagements. 7. Target the Hispanic Community in honor of Hispanic Heritage Month in September/October. Contact Churches with Hispanic ministries and offer to speak and send material regarding becoming foster parent. Use recruitment materials in Spanish/English. Contact local churches with large Hispanic ministries. Look at possibility of employee who is bi-lingual assisting with contacts after hours for comp time. 8. November: Recruitment of adoptive parents in honor of National Adoption Month. Send information to Adoption support groups. Focus on the process of adoption and child specific vignettes of local children needing adoption. 9. Keep data on each of these activities completed and the success/lack of success of each and re-evaluate what worked and what didn't for 2017. Inquiries will be asked specifically how they heard about the need for foster/adoptive parents as well. 10. One area of recruitment that Morgan County needs to strengthen is mining relationships with youth in care to expand their placement and permanency options and increase relative placements/previous connections to the child and to re-visit their ability to become fully approved foster parents. This is typically outside the scope of responsibility of resource development staff and more the responsibility of case managers. A goal over the year will be to address this divide and look at partnering between foster care staff and resource development to improve the outlook for our children with placement plan of APPLA.
53	Perry (has participated in Market Segmentation training when NRC was here)	<p>Perry County DHR Recruitment Campaign Steps</p> <ol style="list-style-type: none"> 1. Display flyers at locations around the county such as the Health Dept., Post Office, Courthouse, clinics, and groceries & convenient stores. 2. Contact the many churches in the county request that our recruitment efforts be announced for several weeks via the church bulletin and distribute flyers. 3. Child Abuse/Neglect training is provided to the Head Start Program (Staff & Parents) yearly. During these training sessions, the Department's recruitment effort will be discussed and information will be provided to participants. 4. Participate in the local weekly radio program "Body Love" to discuss the Department's recruitment efforts. 5. Children's Policy Council – The Department partners with several organizations, agencies, and community members via

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		<p>the Children's Policy Council to assist with delivering services to children and families in a collaborative effort. The Department will request the assistance of the Children's Policy Council to help disseminate information concerning the Department's recruitment efforts.</p> <ol style="list-style-type: none"> 6. Request that current foster parents share their foster parenting experiences with their neighbors, relatives, & church members. 7. Create a display in the DHR lobby concerning foster parent recruitment. 8. Caseworkers actively recruit church members, neighbors, & etc.
54	Pickens	<p>Submitted by Joy Humphrey – 6/9/2016</p> <ol style="list-style-type: none"> 1. Publish article in the local newspaper (The Pickens County Herald) 2. Make announcements regarding the need for foster and adoptive parents during meetings with community partners. 3. Printed favors announcing the need for foster parents to be thrown out to crowds at local football and other sporting events. 4. Printed materials distributed for church bulletins expressing a need for foster and adoptive parents. 5. Participation at Special Community Events. 6. Flyers at local businesses. 7. Publicize an interest meeting for the start of GPS classes in the local Shopper's Guide. 8. A representative from the agency will be available to speak to local church groups and organizations regarding the need for foster and adoptive parents.
55	Pike	<p>Submitted by Leslie Kelly – 6/9/2016</p> <ol style="list-style-type: none"> 1. Develop a flyer providing information regarding PCDHR needs for foster homes. 2. Churches <ol style="list-style-type: none"> a. Send Flyers to Churches to place on bulletins and for announcements. b. Ask the employees of the Department to pass out flyers to their churches and family, fraternity/sorority groups (to reach their parents). c. Ms. Sherry Stalling (Lifeline representative) will coordinate a luncheon or dinner with community church leaders to discuss with PCDHR staff the need for Foster Homes. 3. Mail out letter/flyer to different businesses in town Wal-Mart, Lowes, Insurance Companies, Wiley Sanders, and Troy University etc. 4. Plan a School Expo (or arrange to go to the schools and speak to the board members). 5. Plan to have an exhibit when the Shriners have the fall festival. 6. Have an event on the town square, ask foster parent to bring someone with them, invite lawyers, the CAC, medical personnel.

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		<p>7. Post the signs we have throughout town on corners.</p> <p>8. Contact Troy Cable and the local newspaper and ask them to run an ad in the paper and run the info on the information station, possibly do a commercial.</p> <p>9. Have a Luncheon and Ice Cream Social at Byrd's Drugs.</p> <p>10. Meet with the City Council members, the Mayor to push the word...Troy, Goshen, and Brundidge.</p> <p>*PCDHR resource staff will be trained in TIPS/GPS and will provide, at a minimum, of two classes per fiscal year for the community.</p>
56	Randolph	<p>Submitted by Shayla Townsend, Director – 4.28.2016 & Revised/re-sent on 5/3/2016</p> <p>Here in Randolph County we have partnered with several community agencies, schools, and communities of faith and/or anyone with an interest in becoming foster parents. Since January 2016, we have completed the following:</p> <p>January 11, 2016 spoke at Wedowee Kiwanians meeting</p> <p>January 15, 2016 spoke at Wadley Kiwanians meeting</p> <p>January 20, 2016 spoke at First United Methodist Church</p> <p>February 9, 2016 spoke at Folsom Head Start Parent Group</p> <p>March 2, 2016 spoke at Liberty Grove Methodist Church women study group</p> <p>March 8, 2016...open house/retirement here at our local office from 5-8pm</p> <p>March 14, 2016 at Randolph County School Personnel meeting</p> <p>April 20, 2016 spoke at Roanoke Head Start Parent group</p> <p>The local HeadStarts in our counties agreed to post flyers in their lobbies, a meeting was held with over 50 employees of the Randolph County High School to express the need for foster parents in the community. In addition, we had an open house/foster parent recruitment event in conjunction with Alabama Baptist Homes of Oxford, AL for people of the community to come in and learn more about the process. We have also partnered with our local county Chambers of Commerce to get a list of upcoming events in the county in which we could attend for recruiting purposes. RCDHR will continue to seek out local hospitals, clinics, additional schools, etc. throughout the year. In honor of Foster Care Awareness Month for May 2016, RCHR will host a Foster Parents Appreciation Party/Celebration on 05/26/16 at 6:00 pm at DHR . We also discussed holding a separate but similar event in November for National Adoption Month.</p>

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57	Russell	<p>Submitted by Cherry Jones, County Director, 5/4/2016</p> <p>We have mailed letters to recruit foster homes to the churches in Russell County to announce to their congregation. We will be having a Recruitment Effort Day on May 12th at the Phenix City Library @ 5:00 PM ET. An ad will be placed in the Citizens and the Ledger Enquirer newspapers. We had a Volunteer Orientation day where we recruited for foster homes. Encourage Foster Parents to recruit other foster parents. We will have a Fall GPS/TIPS class</p>
58	St. Clair	<p>Submitted by Charity Shaw, Resource Worker</p> <p>This year, our county agency has set a goal of licensing at least 25 new foster homes. We are a somewhat smaller county, in comparison to the counties that surround us, so we feel that 25 is a realistic and attainable goal to meet. Currently, we only have 30 traditional foster homes and most of them are filled to capacity. It has become a struggle to place more than one or two children at a time in the same home, meaning larger sibling groups would likely have to be separated.</p> <p>Due to the previous licensing worker retiring and the new TIPS training program, our office has not been able to train any new foster parents this year. However, there are approximately 30 families that are interested in becoming foster/adoptive parents; most of them have completed their applications as well. We plan to start TIPS classes in June and look forward to licensing all of those families.</p> <p>Even though we have several families interested in becoming foster/adoptive parents, there will always be a need for more, which is why our recruitment efforts cannot stop. Outlined below is our Recruitment Plan for the remainder of the year.</p> <ol style="list-style-type: none"> 1. Church Outreach <ol style="list-style-type: none"> a. Send letters to all of the larger churches in the county asking them to post our recruitment flyers on their bulletin boards. Churches include: <ol style="list-style-type: none"> i. First Baptist in Pell City ii. North Valley Church iii. Victory Christian iv. Pinedale Baptist b. Churches with daycares- Ask to put flyers in each child's folder that is sent home. c. Ask churches to put a notice in their church worship guide/bulletin. d. Victory Christian Church and Private School- do a presentation at one of their evening services. Also ask the church to put our contact information on their flashing digital sign that can be seen on I-20. e. DHR workers will take flyers to their home churches. 2. Local Merchants <ol style="list-style-type: none"> a. Griffin's Jewelry- put a flyer in each bill that is sent out during May. b. Aardwolf Pest Control- put a flyer in each bill that is sent out during November. c. Wendy's restaurant and other fast-food chains- post our flyer on their doors.

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		<p>d. Grocery Stores- put flyers in local stores.</p> <p>3. Community</p> <p>a. Post large banners in Pell City, Moody, Ashville, and Springville with our contact information.</p> <p>b. Put magnetic signs on vehicles driven by our workers.</p> <p>c. Newspaper article in St. Clair County News and the Daily Home</p> <p>d. Local radio station will make an announcement.</p> <p>4. Social Media</p> <p>a. Workers will change their profile pictures in May and November to be the Open Your Heart, Open Your Home image.</p> <p>b. Share articles related to fostering to let people know there is a growing need.</p>
59	Shelby Market segmentation training workday	<p>Submitted by Riane Hinton, Program Supervisor, 5/9/2016</p> <p>1. Development of informative news article to inform the public of upcoming GPS classes and share contact information about the foster/adoptive process to be published in the Shelby County Reporter (August 2016).</p> <p>2. During the process of contacting churches in Shelby County, respectfully explore if the pastors of the church would make verbal announcements at church service to bring verbal awareness to the need of healthy foster/adoptive homes in Shelby County. (Continuous 2016 but emphasized in July 2016).</p> <p>3. After the development/revision of brochures, extend an invitation to Shelby County DHR staff and foster parents to assist us in the making connections within their churches, civic organizations and clubs for the purpose of recruiting and also spreading awareness about the needs of children living in foster care.</p> <p>4. Request from churches a brief segment on announcement agendas and invite licensed foster parents to accompany DHR staff to church events to inform the community on the need. (Continuous 2016)</p> <p>5. The County's Resource Unit and Shelby County Foster Parents can make contact with local YMCAs/libraries/schools/churches/community events in Shelby County to explore sharing physical information on becoming a potential foster/adoptive parent (ex, flyers, brochures, setting up a back drop booth display, frequently asked questions, establish an eye-catcher ex, neon painted bike and sit road signs in front of the bike in approved locations in the community) (Continuous 2016).</p> <p>6. The County's Resource Unit, SCDHR Staff and Active Foster Parents being accessible to attending events where foster/adoptive parent recruitment can occur (setting up informational booths, attending holiday parades-float (foster parents and DHR staff on the float and distributing informational flyers during the parade) (Continuous 2016).</p> <p>7. Preparing for 2016 National Foster Parent Month and 2016 National Adoption Month in efforts of bringing local awareness to Foster Care and Adoption in Shelby County. (Collective effort between Resource Unit and Foster Care Units) (Continuous 2016).</p> <p>8. Coordinate a recruitment kick-off event for the community to highlight the awareness and need of foster parents. (July 2016)</p> <p>9. Conducting GPS classes on a schedule in efforts of meeting potential foster/adoptive needs and the needs of children in foster care in Shelby County (April 2016 and September 2016).</p> <p>10. Inform/educate all-staff about the need to recruit foster homes and connect the positive influence they have with sharing information to public during their daily operations as a DHR employee in efforts of recruiting or sharing contact information with</p>

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		<p>the public sector. (Continuous 2016)</p> <p>11. Continue to complete exit conferences for foster parents and provisionally licensed foster parents who choose to no longer foster with the agency. SCDHR will continue to send and ensure that monthly satisfaction surveys are completed. (Continuous 2016)</p>
60	Sumter	<p>Submitted by Della Whitfield, 6/23/2016</p> <p>May 2016:</p> <ul style="list-style-type: none"> • Kids Network give Away (Community Service Partnership) • Della Whitfield -Parenting Summit Event Greetings • Church Speaking Engagements • Brochures and flyers distributed at Geiger Community Day <p>June 2016:</p> <ul style="list-style-type: none"> • Tracie Harris and Laura Larkin (speaking engagement – Gainesville Community Center) • Brochures, posters, flyers area churches and businesses • Foster/Adoption Resources (booth set – up at Boyd Community Day) • Della Whitfield -Central Chapel Primitive Baptist speak on Elder Abuse Awareness • Use local radio station to promote Elder Abuse Awareness • Work in partnership with health/wellness community awareness <p>July 2016:</p> <ul style="list-style-type: none"> • GPS Orientation & Training Class • Continue to post brochures, flyers and speaking engagements • Develop presentations to focus on recruiting Adult Foster Homes and community partnership. • Sumter DHR Board Members plan to assist with community activities within various churches. <p>August 2016:</p> <ul style="list-style-type: none"> • Our agency will distribute flyers and banners throughout the county <p>September through December 2016:</p> <ul style="list-style-type: none"> • Beginning of Christmas/holiday planning • Adult stocking stuffers • Consider giving the gift of time • Angel Tree partnership with community
61	Talladega	Submitted by Susie Altman, 5/6/2016

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		<ol style="list-style-type: none"> 1. Talladega DHR will continuously display a recruitment banner on the front lawn. 2. Talladega DHR will have a display booth at local events throughout the county, such as Sunshine Saturday. 3. The resource unit will speak to local groups in an effort to recruit foster parents. All workers, when speaking publically, will take the opportunity to recruit Foster/Adoptive homes. 4. Resource Unit and child welfare workers will speak to the congregation at their churches in an effort to recruit foster parents. 5. Talladega DHR will provide Flyers for Foster Parent Recruitment to local churches, business and schools. 6. Foster parents will also join in our effort to recruit more foster/adoptive parents, utilizing any opportunity they have. 7. Talladega DHR will place step signs at busy intersections/high traffic areas throughout the county. 8. Talladega DHR will ask local businesses to recruit foster parents on their marques' periodically during the year. 9. We will ask the local <i>Daily Home</i> newspaper to advertise for foster parents in the Community Calendar section. 10. Talladega DHR will research the use of social media as a recruitment tool. 11. Talladega DHR will access reader boards throughout the county. 12. At the Foster Parent Appreciation luncheon, the Foster Parents will be encouraged to bring any friends they know who have expressed the desire to become foster parents. 13. Coloring sheets with recruitment information will be provided to the local schools.
62	Tallapoosa (has participated in Market Segmentation training when NRC was here	<p>Submitted by Brenda Floyd, County Director, 5/2/2016</p> <p>Tallapoosa County's Foster Care program continues to grow and experience many changes. Our only trained GPS trainer recently left the agency, but we have identified an employee who will be attending the TIPS training in May/June and hopefully be ready to organize a TIPS class no later than late summer/early fall. We have a longtime foster parent trained in GPS who will be attending the TIPS refresher class in July. We plan to continue to be proactive in our efforts to recruit foster families/adoptive resources for our children.</p> <ul style="list-style-type: none"> • Tallapoosa County is planning to host quarterly information sessions for those interested in learning more about foster parenting either at the county office or at host locations. We plan to hold the sessions in late afternoon/early evening to provide accessibility to those working during regular business hours. • We also are exploring setting up information booths at various festivals/community events held within the county each year. • In May and November, the local print media will be asked to publish articles in The Alexander City Outlook and The Dadeville Record newspapers highlighting the need for foster/adoptive homes. Emphasis will be targeted on the need for homes for older children, sibling groups, and children with special needs. • We plan to partner with other counties with foster parent training as has been done with Randolph County this year. The trainer for Randolph County DHR and the GPS trained foster parent from Tallapoosa County will complete GPS classes in May that should result in four additional homes for Tallapoosa County. • The remainder of the Tallapoosa County foster/adoptive parent recruitment yard signs that were purchased with earlier Adoption Incentive Funds will be displayed throughout the county.

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		<ul style="list-style-type: none"> • The county director will continue speaking to various community and church groups on the need for foster/adoptive parents. One foster care worker has asked to do presentations to help recruit a diverse group of foster parents. • Tallapoosa DHR is a member of the Dadeville Chamber of Commerce. Director will continue to utilize the Chamber of Commerce and its email network with information on the need for foster/adoptive resources. • Local media outlets will be contacted with requests to air/publish year-round short public service announcements announcing the need for foster/adoptive homes. • As done in previous years, recruitment flyers will be distributed to all local schools at the end of the school year either by mail or by a DHR speaker at education in-service meetings. The emphasis will be to ask school employees to consider becoming foster/adoptive resources. • Tallapoosa County will continue to give out/mail recruitment packets to those requesting more information by phone or in person. • As stated before, one of the most important resources that can be utilized in recruiting future foster/adoptive resources is our current group of foster/adoptive parents. They are the foundation for which we can continue to build as we increase our foster/adoptive resources.
63	Tuscaloosa Market Segmentation Training	<p>Submitted by Misty Creel, Asst. Director – 5/2/2016</p> <p>Targeted and Non-Targeted Foster/Adoptive Home Recruitment</p> <p>May 2016 Foster Care Awareness Month</p> <ul style="list-style-type: none"> • Family Fun Day will include invitations for all current foster and adoptive only families as well as potential foster/adoptive families. We will solicit donations to give small gifts to each family as a token of appreciation. Each family will be encouraged to bring at least one guest with them that might be interested in becoming a foster or adoptive parent. The event will be held in at Snow Hinton Park, May 28th from 10-1. This will be an appreciation and also recruitment event. <p>November 2016 Adoption Awareness Month</p> <ul style="list-style-type: none"> • We've seen in the past that balloon releasing ceremonies have been done. We may try this and invite previous and current foster families that have adopted children from foster care. We are thinking of some other options as well. <p>Different Races/Ethnic Groups</p> <ul style="list-style-type: none"> • Request permission to speak and different churches in the community • Place posters/brochures/flyers in libraries, daycares, hair salons, barber shops, restaurants, businesses in areas of town that are concentrated by more minorities <p>Medical Disabilities</p>

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		<ul style="list-style-type: none"> • Place posters/flyers/brochures in hospitals, doctors offices, emergency medical centers, etc. • Request to speak with nurses/doctors in larger clinics/hospitals <p>Teens</p> <ul style="list-style-type: none"> • Post ads in high school yearbooks • Banners at different high school events <p>Language</p> <ul style="list-style-type: none"> • Concentrate areas frequently visited by non-English speaking individuals with posters, flyers, etc. <p>Other</p> <ul style="list-style-type: none"> • Radio interview will be completed on 5/2/16 and aired on 5/8/16 • We had a booth set up at a local high school on 4/21/16 • Display was set up at the "Doing What Matters" conference in January 2015 • We are waiting on a call back about purchasing an ad in a dance studio's yearbook • We will purchase more labels or print materials, yard signs, etc. with logo • Mass Email Campaign to foster parents • Request permission to speak to local civic and social organizations • Tinsel Tree at Christmas • Church speaking engagements and posting in church bulletins • Ads in different local magazines and newspaper
64	Walker	<p>Submitted by Tina Rickles, 6/8/2016 –</p> <p>January: letters, flyers, personal contacts Jasper area, Career Fair, Church appearances</p> <p>February: displays at the mall and library</p> <p>March: letters, flyers, personal contacts Sumiton/Dora/Cordova/Empire areas</p> <p>April: letters to churches county wide prep for Foster Care Month in May</p> <p>May: announcements in church bulletins, Mayor's Proclamation, Church appearances, PSA's & TV appearance, newspaper articles, display on court house square for month of May</p> <p>June: letters, flyers on pizza boxes/park and rec., personal contacts Carbon Hill/Lupton/Townley/Nauvoo areas</p> <p>July: contact grocery stores re: flyers in bags, pizza boxes</p> <p>August: letters, flyers, PTO's Jasper City Schools</p>

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		<p>September: letters, flyers to schools, PTO Walker County Schools</p> <p>October: letters, flyers, personal contacts Curry/Boldo/Sipsey/Union Chapel Areas</p> <p>November: newspaper Articles, PSAs, TV appearance, Signs on restaurants, PTO Meetings, Adoption Month, Mayors Proclamation</p> <p>December: letters, flyers, personal contacts, PTO Meetings, Parrish/Goodsprings, Oakman Areas</p> <ul style="list-style-type: none"> • When meeting with schools we will inquire about teachers/aids/parents that are bilingual.
65	Washington	<p>Submitted by Sylvia Williams, 5/5/2016</p> <p>We contacted the office of adoption for free tool kits, etc. that will be displayed at the annual health Fair held in Washington County. These tools will also be displayed at any other events held throughout the county. The agency will display banners acknowledging Foster/Adoptive awareness months. There may be other events that we can attend that we do not have dates for at this time.</p>
66	Wilcox	<p>Submitted by Juanita Spinks, Director – 5/3/2016</p> <p>We are working to recruit foster parents by setting up recruitment/information tables at various community events within the county. In April we set up an information/recruitment booth at the Family Summit which was held in conjunction with the Children's Policy Council and the Child Advocacy Center. We have plans to send recruitment flyers to Community Churches. We have a combined ceremony at our office in November to kick off our Christmas program and to recognize our foster/adoptive parents. This event is also used to recruit foster/adoptive parents. We have developed a recruitment flyer to send out this month (May) to churches, community groups and to be placed in the local newspaper in recognition of Foster Care Awareness Month. We will also send out flyers in November. Sending flyers to various churches and community groups will allow us to reach people of all races, ethnic groups, careers to include medical professionals and educators, and the faith community. Informal recruitment through word of mouth will be ongoing throughout the year as the staff will make the community aware of the need for foster parents through their day to day interaction with the people of Wilcox County and community agencies.</p>
67	Winston	<p>Submitted by Diane Watson, 6/7/2016</p> <ul style="list-style-type: none"> • Place roadside signs at large intersections in the county during the months of February, May and November • Run announcements in the local newspaper at least twice a year • Purchase flyers to distribute at major county events such as the annual 911 Festival in Haleyville, Chitlin' Supper in Arley, Frontier Days in Double Springs, etc.

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		<ul style="list-style-type: none"> • During February, May and November, family and children's service workers will rotate existing magnetic automobile signs • Resource worker attends/has booth at the annual Parent Fair event in Haleyville • Resource worker speaks at various organized club meetings such as Civitans, etc. • An announcement will be placed on HBTv.com, a local community news website

COUNTY RECRUITMENT PLANS 2014 -15

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1	Autauga (former resource staff participated in Market Segmentation training when NRC was here)	<p>Per Danita Lowe, 1/12/2015</p> <p>The Department is planning to send all local churches a letter asking them to place an advertisement in their Sunday Bulletin on Sunday, February 15, 2015. The Department plans to put out flyers and signs throughout the community in the month of February as in effort to recruit foster/adoptive parents. As of now, our next GPS class will be held in June 2015. The Department is planning to run an advertisement in the local newspaper(Prattville Progress) every Wednesday in the month of April 2015. In May 2015, the Department will set up a booth at Prattville City fest and provide the community with information about foster care and adoption. In December 2015, the Department is planning to participate in the local Christmas Parade. Lastly, the Department is planning to arrange speaking engagement(s) with local churches and civic groups to raise awareness about foster care and adoption.</p>
2	Baldwin	<p>Per Tina Green, 1/8/2015</p> <p>The following resources will be utilized in recruiting foster parents for the Baldwin County Department of Human Resources. The program supervisor and resource worker will work on recruitment for foster parents in Baldwin County.</p> <ol style="list-style-type: none"> 1) <u>Radio/TV Broadcasting –</u> <ul style="list-style-type: none"> • Work with local business owner, Ms. Kathy Sternenber, who has experience in marketing and has media connections to assist in establishing a relationship between the Department and local media • Contact local radio/tv stations to present the need for foster parents in Baldwin County {WBHY, WYCT, WBZR, WHEP, WABF, WNGL Cumulus Media, Goforth Media, Archangel Communications (Radio); WJTC, WHBR, WKRG, WEAR, WPMI, WALA, WFNA, Local 15, Coast 360 Television (TV Stations)} • Provide local radio stations to do public service announcements about the need for foster and adoptive parents & upcoming GPS classes • Provide local radio/tv stations with information regarding National Foster Care Month in May • Look for opportunities for resource staff to participate in interviews regarding recruitment 2) <u>Newspapers/Local Magazines/Other Written Media –</u> <ul style="list-style-type: none"> • Contact local newspapers/sales papers to request they run monthly ad to share the need for foster and adoptive parents and who to contact for more information (Gulf Coast Newspaper, Independent, Mobile Press Register, The Islander, Baldwin Times, Daphne Bulletin, Atmore Advance, Mullett Wrapper, On-Looker, Eastern Shore Parents) • Contact local newspapers/sales papers to see their willingness to advertise the upcoming GPS classes in their community announcements 3) <u>Churches and other Religious Organizations</u> <ul style="list-style-type: none"> • Contact local churches to schedule speaking engagements to various church groups/organizations • Contact local churches and provide inserts to distribute in church bulletins/newsletters

CO. #	CO. NAME	COUNTY PLAN
		<p>4) <u>Strawberry Festival, Arts and Crafts Festival, Hot Air Balloon Festival, Other Community Resources</u></p> <ul style="list-style-type: none"> • Contact the above listed festival coordinators regarding setting up an informational booth at their festivals • Work with Lisa Laraway, employee at Gulf State Park, regarding recruitment <p>5) <u>Current Foster Parents</u></p> <ul style="list-style-type: none"> • Contact current foster parents and utilize them in the above listed recruitment efforts. • Try to have a foster parent and staff member attend all above referenced recruitment activities. • Program supervisor and/or resource worker will attend FAPA meetings as requested by foster parents and provide information to them at that time. <p>6) <u>DHR Staff</u></p> <ul style="list-style-type: none"> • Encourage staff to recruit in their churches/communities; provide them with basic information regarding the application process • Make sure staff is informed of GPS dates/times
3	Barbour (Market Segmentation Work conducted on site in FY 2013)	<p>Per Eric Graves</p> <p>At this time the resource unit is using yard signs previously purchased yard signs with the State approved Open your Heart/Open your home foster/adoptive logos which have been placed in visible areas throughout the county. Additional signs will be purchased when needed.</p> <p>The County resource unit currently maintains a roster including all inquiries that have not completed training since 2013 and become licensed. The resource staff is currently in the process of sending letters to each inquiry for notification of GPS orientation (March 3, 2015). The resource unit will also be following up with telephone calls to every inquiry to discuss the training and to determine an approximate number for GPS training. At this time the county has a roster of approximately 30 inquiries.</p> <p>The resource worker is currently completing GPS training and the Supervisor is scheduled for training in March 2015. Deciding Together will also be scheduled for both (worker and supervisor) when available to assist training when GPS is not available.</p> <p>At this time a newspaper AD has been created by Dothan Eagle (Eufaula Tribune) to run prior to GPS classes; however, approval is pending from SDHR. Once approved, this AD will be purchased to announce upcoming GPS orientation and classes. This year public service announcements have also been placed in the local tribune announcing the previous GPS graduation. Information was also provided in this announcement for foster/adoptive recruitment as well as foster/adoptive appreciation celebrations that the department hosted with the help of community sponsors.</p> <p>The resource unit has completed presentations to several community organizations including the Head Start Program, local churches, and the local boys and girls club regarding foster/adoption recruitment.</p> <p>Note: Our First GPS class of 2015 will begin with orientation on March 3, 2015 and the first class will follow on March 10, 2015. There will be one additional class following for 2015 with 1 more to be scheduled depending on the amount of inquiries. (Newspaper ADS will be purchased to make announcements for all upcoming GPS plans and to announce</p>

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		<p>recruiting information)</p> <p>The resource unit was able to purchase tent in 2014 to accompany a display board previously purchased that has been created to display recruitment information. A projector and screen is also available with the capability to show heart gallery videos. This display has been used on several occasions at multiple events in 2014 and appears to be a success. Other events will be scheduled including the local Pilgrimage Festival and Indian Summer Festival in Barbour County as well other opportunities that may become available. The resource unit will continue to give presentations to local churches and community groups throughout the county. This has been a practice for the past few years and has resulted in several new foster family homes.</p> <p>The county will continue to utilize current foster parents as a recruitment resource. Recruitment incentive fees will also be used according to policy requirements to aid in recruitment assistance from existing foster parents.</p>
4	Bibb Market Segmentation work day completed on 2/26/2015.	<p>Per John Richards, 1/12/2015 Goal: License at least 4 new foster/adoptive homes and 1 adult foster home in the 2015 calendar year.</p> <p>Steps:</p> <ol style="list-style-type: none"> 1. New worker assigned to foster/adoptive parent licensing will attend GPS training starting 3/23/2015 and ending 4/10/2015. 2. A list of possible candidates for recruitment will be kept and maintained by the new worker. Recruitment will be targeted and based on the principle "Good parents know good parents." Community members in good standing will be identified to assist in identifying prospective families. 3. Recent local home studies and ICPC home studies will be reviewed for possible interest in completing GPS and being retained as a foster/adoptive home. 4. Recruitment worker will meet with community agencies to aid in identifying recruits and spreading the word regarding foster/adoptive parent recruitment. The agencies that serve the community already likely have the inside track on candidates to help the community. Signs will be posted in the community to bolster interest in foster parenting. 5. Possible candidates will be contacted in January 2015 for a prescreening interview and invited to a group informational meeting to be held in February 2015 at Bibb Co. DHR to discuss steps to take prior to GPS class. Candidates will be encouraged to invite other interested parties to the meeting. Attendance will not be required to proceed but will be helpful in staying organized. 6. Candidates who wish to continue will receive an application as well as instructions regarding completing background checks, financial statements, medicals, etc. in preparation for GPS class in April. 7. Candidates will have two weeks to complete the application. After two weeks, recruitment worker will attempt to reach the family by phone. If no success after another week, worker will mail a letter to the candidates' home requesting the family to contact the worker. 8. Applications will be screened. Those who successfully pass prescreening will be invited to GPS class. 9. GPS classes will be held consecutively on weekly basis on a day and time agreed upon by the group. 10. Funds will be used on multimedia to aid in GPS classes and recruitment such as a projector for a laptop.

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		<p>11. After successful completion of GPS class, the Department will offer Deciding Together to any family still wishing to serve as foster/adoptive parents but were not identified as candidates in time or were unable to attend due to scheduling conflicts. Families will be encouraged to complete one book every two weeks to ensure timeliness. Worker will be responsible for contacting the family every two weeks to follow-up on completion.</p> <p>12. GPS will be completed by August 1, 2015 to include training, home evaluations, etc.</p>
5	Blount	<p>Per Debra Cheek, 1/23/2015</p> <p>During February, 2015, Blount County Department of Human Resources will implement the following steps to promote foster and adoptive homes in the county:</p> <ol style="list-style-type: none"> 1. Completion of Group Preparation & Selection (started January 13, 2015) to include the following training: <ul style="list-style-type: none"> • Encouragement to the potential foster and/or adoptive parents in the need for homes for special needs children and teens • Encouragement to the potential foster and/or adoptive parents to make a thorough, informed decision as to whether they can become effective foster/adoptive parents • Consistent effort on the part of social workers to promote the possibility of other community partners to foster/adopt 2. Placement of adoption cards in local county areas such as banks, churches and stores 3. Fair booth in September to promote foster/adoptive parents 4. November banners posted at DHR and Blount County Juvenile Court, as well as the regularly scheduled adoption party to celebrate the year's successful adoptions
6	Bullock	<p>Per Tracy Larkins, 1/21/2015</p> <p>When a Potential Foster/Adoptive (PF/A) person comes in to the office (or calls) to inquire about becoming a provider, the service intake worker will take their name, contact number and provide the information to the Resource Developer. The Resource Developer (RD) will maintain a log of all PF/A's that comes into the office (or calls) detailing the date of the inquiry, their name, telephone #, and address.</p> <p>If someone in the Service Unit gets a PF/A inquiry, they will give the name, contact number, address and the date of the inquiry to the R D in order that she may mail them an application and a copy of Frequently Asked Question (FAQ) about Fostering/Adopting. Applications and accompanied information will be mailed within 24 hours. This will be indicated on the log also.</p> <p>A copy of the log will be provided to the Supervisor at individual worker conferences.</p> <p>Supervisor will review the log to ensure that Resource Developer has followed up with the PF/A person to acknowledge that DHR has received their request and offer assistance in completing the application within 5 days of the inquiry's initial contact. The R D will offer assistance such as going to the home to get the application and/or by having them come into the office to discuss it further.</p> <p>If the Resource Developer has not received the application back within 9 days, on the 10th day the RD will contact the PF/A again to remind them of the application and their interest to continue with the process.</p>

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		<p>Once applications are received RD will request that ASA make a provider record in order to separately maintain applications and pertinent information.</p> <p>If there are 2 or more inquiries noted Resource Developer will schedule a GPS class. **Perspective class scheduled to begin February 16, 2015 at 6 p.m.</p> <p>If there is only one inquiry R D will partner with a neighboring county who will be having an upcoming GPS class or we will conduct a Deciding Together class (if needed).</p> <p>The President of the Bullock County Foster Parent Association will contact the PF/A's to acknowledge their interest and provide words of encouragement and support.</p> <p style="text-align: center;">Bullock County DHR Foster/Adoptive Parent Recruitment Plan FY 2015</p> <p>1) Participate in several community events (APS Quarterly Network; Yellow Dot; Relay for Life in May; Christmas in July; National Adoption Celebration; Pike County CAC fundraiser and Veterans and Family Informational Seminar) to recruit Foster/Adoptive families.</p> <p>2) Publicize GPS Orientation to be held at least twice yearly, February and August.</p> <p>3) Newspaper articles regarding GPS, Foster and Adoptive parent activities to raise awareness of the need for additional foster and adoptive home.</p> <p>4) Place recruitment signs in front of agency and community regarding information on becoming a foster/adoptive parent.</p> <p>5) Continue to utilize "Open your heart, Open your home" at other local events.</p> <p>6) Mail letters of need for foster/adoptive homes to local and surrounding churches.</p> <p>7) Foster/Adoptive Parent recruitment booths will be set up and flyers handed out at Annual Chunnenugee Fair in Union Springs, AL.</p> <p>8) Foster Care Awareness Month program at Richard B. Stone Armory in May and Adoption Press Conference in November at Bullock County Courthouse.</p>
7	Butler Previous staff (now retired) has participated in Market Segmentation training	<p>Per Lisa Butts, 1/8/2015</p> <p>In the past few years Butler County has had some positive results from posting banners at school sports events as well as in other parts of the community. We have also spread the word through posting signs in local businesses regarding informational meetings and GPS Classes. We continue to set up a booth at the county fair every year providing pamphlets and contact information as well as speaking at civic clubs and churches. This year we plan to put up 11x17 "Open Your Heart, Open Your Home" posters throughout the community in local businesses and churches. In February, we will provide "Open Your Heart, Open Your Home" bookmarks to local churches for insertion in bulletins. We will also put our banners back up. We will continue to speak at civic clubs and local churches, too. When our next GPS date is set we will again put up posters including the dates for the trainings.</p> <p>Follow-up per Lesa Syler, 1/19/2015</p>

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		<ol style="list-style-type: none"> 1. February- Meet with our local ministerial association to present information regarding the need for new foster family homes. We will share information regarding the current number of children in care, number of available homes and number of Child Protective Services ongoing cases. We will also share our concerns related to children having to move outside of their communities when they enter foster care. We will partner with the ministers to reach out to their congregations. 2. February- partner with our local newspaper to prepare an article related to the need for more foster families in our community. Highlight a current foster family. 3. February- April- visit area churches, beginning in the McKenzie and Georgiana areas, to share information regarding foster parenting and our current needs. Provide video clips and bulletin inserts to the local churches. Share information about the upcoming GPS class that is scheduled for May. 4. May- Foster Parent Appreciation Month- host the foster parent appreciation dinner, as well as partner with our local newspaper to highlight a family who has adopted through foster care. Also use this as a time to advertise the upcoming GPS class. 5. May- begin a new GPS class 6. August-October- visit churches throughout the county in areas that were not visited during the first wave of recruitment. 7. October- begin the 2nd GPS class 8. Throughout the year we will continue to use the banners that we have purchased at various sporting events, businesses, and other areas of the county.
8	Calhoun Market Segmentation Training 1/10/2012	<p>Per Jane Harris, 1/12/2015</p> <ol style="list-style-type: none"> 1. Provide GPS classes three times a year and Deciding Together as often as needed. 2. Participate in local functions at Quintard Mall, Boat Show and Health Fair. 3. February 2015 participate in event at Anniston Museum. 4. Recruitment at Social Work Day at Jacksonville State University. 5. Post banner at Shoney's regarding need for Foster and Adoptive Parents. 6. Workers will speak at church groups, day care homes and other venues. 7. Send flyers to local churches and organizations quarterly. 8. March 2015 recruitment efforts for April GPS class. 9. Special Recruitment for Foster Parent Awareness Month in May. 10. Distribute flyers at Wal Mart, Winn Dixie, Piggly Wiggley, Food Outlet, Family Dollar, Cato's, and Martin's about the need for Foster and Adoptive homes. Quarterly 11. Advertise with yard signs at local businesses and homes. 12. Public Service Announcements with radio stations and Channel 24 13. QUARTERLY (SPECIAL ANNOUNCEMENTS FOR FOSTERCARE AND ADOPTION AWARENESS MONTHS) 14. Partner with the Foster Parent Association to recruit homes at different venues quarterly. 15. Attend Oxford Fest and recruit with Foster Parents. 16. Foster Parent Incentive Fund to assist in recruitment efforts. 17. Purchase items with DHR logo for recruitment events 18. Special articles in the Anniston Star newspaper for May and November for Foster and Adoptive Parent awareness months. 19. Supervisor will go out and recruit by passing out flyers and talking with customers regarding recruitment at different

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		areas in the county.
9	Chambers (has participated in Market Segmentation training when NRC was here)	<p>Per Julia Ann Hyde, 1/20/2015</p> <p>During this past year and as an on-going process, there have been many efforts to recruit foster and adoptive Homes.</p> <ol style="list-style-type: none"> Much of the success that we have had has been in the area of word of mouth from our existing foster parents. Each time we hear from an interested party, they always tell us that they have heard from one of our foster parents and are interested in talking further with us about this process. This past year we had a foster parent information event banquet where Freida Baker came and spoke as did our Judge and some of our foster parents as an encouragement to have others join us. We created a t-shirt for foster parents and DHR staff to wear. We recently participated in a McDonald's parade and we were able to show our signs on our cars that helped identify us. Have begun recent speaking engagements at churches in the area. We have several ministers as foster parents who give us guidance on this. One resource that we use are school teachers. We will ask that we be allowed to send a brochure through to the teachers in the two school systems. We have several teachers who are foster parents who guide us through this process. Have in the past had a running sign as advertisement on cable networks in the area and will continue to do this as well at no cost to us. This year we will also do articles on foster adoptive care and use interviews with foster parents as a part of this process. In the past they have gone with us on local TV networks to encourage others to join them. We have joined in with church events where we have had tables set up to explain the process and do hand-outs. We have created our own brochure which we use to distribute and we have little gift items that we distribute as well. We have created a video of children and adoptive parents that have been used in some circumstances. We want to create a generic video that can be used in presentations We have created a wanted poster that we have put up in various locations and we have created yard posters which are disbursed throughout the county We invite interested individuals to come to our foster parent meetings to hear their concerns and to see the comradery that exists with our foster parents. We have created an information booklet that is distributed to new foster parents about the various processes along with other information that they need to help them be better foster adoptive parents and to help them be able to answer questions We have a wall at DHR that is dedicated to our foster and adoptive homes that is covered with pictures of adoptive families.
10	Cherokee	<p>Per Gerald Ware, 1/7/2015</p> <p>We will develop and utilize yard signs that will be placed throughout the community, which will address the County's need for</p>

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		<p>foster/adoptive homes. The signs will have the resource worker's direct contact information.</p> <p>The resource worker will attend community events in an effort to recruit foster/adoptive parents. DHR staff will attend community meetings and discuss the need for foster/adoptive parents.</p> <p>Letters will be sent to all local churches, which will describe the need for foster/adoptive parents. The resource worker will arrange to speak at the churches, if requested. In addition to this, the worker will request that churches post a small statement in their church bulletins regarding the need for foster/adoptive homes in Cherokee County. This will be completed during the month of February.</p> <p>Cherokee County DHR will host a community event this spring. Current and former foster parents will be invited as well as people from the community who might be interested in fostering and or adopting. Activities will be provided for children and the local news service will be invited.</p> <p>Current and former foster/ adoptive parents will be invited to the office for an appreciation event. Each person will be challenged to invite someone who is interested in fostering and or adopting.</p> <p>When in-service meetings are conducted with the local school systems, the worker can discuss the need for foster/adoptive parents with school faculty.</p>
11	Chilton	<p>Per Marilyn Colson, 1/12/2015</p> <p>11. Follow up with all inquiries to advise them of dates of upcoming GPS orientation/classes.</p> <p>12. Letters/flyers to selected churches</p> <p>FUMC Clanton</p> <p>FBC Clanton</p> <p>FBC Jemison</p> <p>FBC Thorsby</p> <p>Maplesville Baptist Church</p> <p>New Life</p> <p>Church at Bethel</p> <p>Union Springs</p> <p>Walnut Creek UMC</p> <p>WEBC</p> <p>Lomax AOG</p> <p>First Assembly</p> <p>Grace Fellowship</p> <p>13. Advise local media about this and provide information for a newspaper article about the recruitment efforts, as well as working with newspaper to develop a series of informative articles regarding foster/adoptive parents and DHR/GPS classes.</p> <p>14. Letters to current foster/adoptive parents</p>

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		<p>15. On-going sign distribution of Open Your Heart/Open Your Home signs.</p> <p>16. Email to staff providing GPS information/dates encouraging staff to help identify/recruit potential foster/adoptive parents.</p> <p>17. Creating a GPS Class "event" on social media (Facebook). This will be a way to publicize GPS classes as to what they are and when they will be held. If this in ANY WAY attracts negativity, I will delete the event IMMEDIATELY.</p> <p>18. Create a recruitment "status" for employees and foster/adoptive parents to "share" on social media regarding upcoming GPS classes.</p> <p>19. Flyers for pizza boxes at Little Caesar's, Pizza Hut, Papa John's.</p> <p>20. Utilize Chamber of Commerce email newsletter announcement page and publicize at February Chamber of Commerce monthly meeting.</p> <p>21. Attend local community events where vendors/organizations can have informational booths, such as Chilton Co. Fair, Peach Festival/Jam/Parade, Health Fair, etc. and distribute recruitment materials to prospective foster/adoptive parents.</p>
12	Choctaw	<p>Per Gloria Graham, 1/9/2015</p> <p>(4) Choctaw County DHR plans to distribute flyers to churches, civic organizations, local businesses, hospitals and other medical facilities. The flyers will contain information which will focus on the need for resources for foster/adoptive homes.</p> <p>(5) Choctaw County DHR plans to place an article in the local newspaper (upon approval from Connie Rogers) to run throughout the month of February focusing on the need for foster/adoptive homes. The newspaper article will focus on the need for homes for older children and children with special needs.</p> <p>(6) Choctaw County will continue to participate in the yearly Choctaw County Health Fair with a booth displaying information on how to become a foster/adoptive parent.</p>
13	Clarke	<p>Per April Williamson-Rocker, 1/12/2015</p> <p>Here are the ideas for Clarke County's recruitment plan for fostering or adopting children. We plan to have an Open House to invite the community to discuss fostering and adopting. During this time we will have an introduction/overview of fostering and adopting and plan to have one or two of our current foster parents to speak. We will also discuss GPS classes and the process and provide a tentative date for the next GPS classes. We will send flyers out to our community resources and invite them to attend. We would also place an ad in the local newspaper inviting the community to this event. We also have a relationship with the local radio stations and they would be willing to give us free air time to discuss the need in our county for fostering and adopting as well as inviting the community to the Open House.</p>
14	Clay	<p>Per Pamela Brooks, 3/25/2015</p> <ol style="list-style-type: none"> 1. DHR resource worker will order posters from the DHR recruitment packet. 2. Posters will be displayed in local businesses, the DHR lobby, the court house lobby, and mailed to churches to display. 3. DHR will check on placing banners at local ball fields to be displayed during ball season. 4. DHR will send a mass mailing to all county churches during the month of February and ask the churches to include foster/adoptive information in their church bulletins. 5. Director Kay Robertson will research for recruitment resources at no cost to the agency as per recommendations from our

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		<p>county QA Team.</p> <p>6. Director, resource worker and other management positions will continue to speak to civic organizations, the local leadership conference, church groups, etc. to promote the need for foster/adoptive homes for our community.</p>
15	Cleburne	<p>Per Leslie Driver, 1/13/2015</p> <ul style="list-style-type: none"> • <u>Contact Local Radio Stations and ask them to run a PSA regarding fostering/adopting with contact information.</u> • <u>Contact Local Churches and Speak on Wednesday Evening or at Special Organizational Meetings about Fostering and Adopting</u> <ul style="list-style-type: none"> ○ Heflin Baptist ○ Freedom Baptist Church ○ Crumbley's Chapel ○ First United Methodist Church • Contact local youth ministers and discuss the need for foster/adoptive homes that are willing to accept teenage placements. • Synthesize data regarding current foster parents and what communities within the county do not have foster homes or are limited in the number of foster homes. Once the data is constructed contact local churches within those communities and arrange for speaking events to deliver the information to families. The target date for completing this goal is February 27, 2015. • Contact the President of CCFAPA and speak with them regarding the upcoming interest meeting and GPS class. Assess the possibility of payment for successful recruitment of new homes by other foster families. This recruitment incentive fee will not exceed \$100.00 as outlined in Foster Family Home/Adoptive Resource Approval Polices page 46. • Create and Provide flyers or information boards for placing at county offices such as city hall, the court house, local doctor's offices, etc. • We will utilize the local QA committee as a recruitment team. We will provide them with packets of information to share with other community members regarding the need for foster and adoptive homes. This will include a form that they can have an interested party complete with basic information so that we can follow up with them. • Contact the Chamber of Commerce and ask to utilize their meetings and activities for recruitment purposes. • Have local community members such as the EMA, Law Enforcement, etc. make announcements on their Facebook pages that the County has upcoming Foster and Adoptive parent classes.
16	Coffee	<p>Per Amanda Wallace, 1/12/2015</p> <ol style="list-style-type: none"> 1. Speeches at local churches and Civic Clubs (Republican Women, Altrusa Club, Rotary Club, Lions Club, and the Pilot Club are examples of clubs we have talked to and will continue to attend. 2. Display brochures and flyers at different locations around the county such as post offices, county buildings, local businesses, and local hospitals. 3. Contact will be made with the local newspaper regarding news release and the possibility of a feature story. 4. Recruitment event in coordination with National Adoption Awareness Day with local news station. 5. Participate in local community events

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17	Colbert Market Segmentation work & targeted recruitment planning in FY 2014	<p>Per Tonya Holden, 1/9/2015</p> <ul style="list-style-type: none"> • Work in partnership with our local foster and adoptive parent association to recruit through word of mouth and other civic organizations periodically throughout the year. • Place pamphlets in Colbert County DHR lobby. • Place brochures in doctor's offices, dance studios, dentist offices, restaurants, and other businesses as allowed. • Letters to area churches/speaking events at churches. • Letter to local businesses asking them to add to their business sign: <i>Contact DHR for Foster Parent/Adoption Information.</i> • Attempt to locate free radio and newspaper advertising. • Return all phone calls regarding potential foster parents within 24 hours. Follow up with those expressing interest on a routine basis.
18	Conecuh	<p>Per Lou Boykin, 3/9/2015</p> <p>Our agency plans to recruit foster parents utilizing the following methods:</p> <ul style="list-style-type: none"> -Through word of mouth by our staff and existing foster parents -Newspaper Articles -Hosting a Foster/Adoptive Parent Appreciation Luncheon and invite prospective parents -Utilizing the local Radio Station for free air time to present program -Contact other counties with a success rate with recruitment ideas
19	Coosa	<p>Per Billie Robinson, 1/9/2015</p> <p>Coosa County DHR will continue our efforts in recruit foster/adoption throughout 2015 by the efforts listed below:</p> <ol style="list-style-type: none"> 7. Coosa County will purchase 2 cameras for staff to take photos of children in care for life books and sharing. 8. Coosa County will purchase lifebook materials if funds are available after the purchase of the two cameras. 9. Coosa County will set up a booth at annual health fair located in Coosa County in October 2015. 10. Coosa County will use leftover incentives for recruitment of foster/adoptive homes. 11. Coosa County will place banners and yard signs out that were purchased in past years.
20	Covington (has participated in Market Segmentation training)	<p>Per Lesa Syler, 1/19/2015</p> <ol style="list-style-type: none"> 9. GPS Panel Night will be held March 2. We will celebrate the completion of the largest GPS class in Covington County's history. We will partner with local media to highlight the new potential foster parents and the reasons they made the decision to join our efforts. 10. April-July- we will coordinate with churches in the areas of the county we have not visited and present information to these church congregations. In addition to presenting information regarding the need for foster family homes, we will also highlight the need for medically fragile homes. We currently have two medically fragile children who are placed out of the county due to the lack of available resources. We will begin with Red Level, Florala and Wing. 11. May- as part of Foster Parent Appreciation Month, we will recognize our current foster parents, including those who complete the current GPS class. We will also invite those who are on the list of potential homes and request their assistance in providing the dinner, door prizes, etc. We believe this is a good way to have these potential foster parents become involved with our system and build a relationship with each of them.

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		<p>12. Throughout the year, we will call upon those who are considering becoming foster parents when our children have needs such as school supplies, Easter Baskets, Valentines gifts, etc. This will allow us to begin building the prospective parents comfort level and commitment to our system.</p> <p>13. July- August- we will partner with the local media to advertise the upcoming GPS class, and the need for foster families in various areas of the county. We will also highlight the need for medically fragile homes.</p> <p>14. July-August- we will place the yard signs we have previously purchased, as well as the banners that have been purchased, strategically throughout the county.</p> <p>15. August- We will begin our second GPS class of the year.</p> <p>16. Throughout the year, the staff will utilize their various social media pages to highlight the need for foster families in our area. We are able to reach a large number of individuals through this media and we have seen a tremendous response over the past year.</p> <p>We have found that our recruitment efforts are most successful when the public hears from us personally. We must make the effort to go to the public so that they know us and learn to trust us. Once they begin to see the individuals in our office and we share information about the work we do, they respond. Therefore, the majority of our recruitment efforts are related to building relationships with those people in our community who have an interest in caring for our children.</p>
21	Crenshaw	<p>Per Jennifer Butts – 1/12/2015</p> <ul style="list-style-type: none"> • PSA's on our local radio station, WAOQ • Advertisement in the local paper, Luverne Journal • Insert flyers in local church bulletins • Foster/Adoption Display at our library • Speak at local civic organizations • Flyers on local pizza restaurant boxes • Flyers on cars • Flyers in our local supermarket sale paper • Hand out free drink koozies at our local sports park • Advertisement on our Health Department Scrolling Marque Sign • National Logo sign displayed in the area where our local hospital, health department, DHR and children's hospital are located • Recruitment Display at Relay for life walk/run • Foster/Adoptive Parent Recruitment cards available for taking at other local business • Recruitment Display at local Peanut Boil Festival
22	Cullman Market Segmentation work & targeted recruitment planning in FY 2014	<p>Per Callie Smith – 1/14/2015</p> <p>January- Smoke Rise Baptist Church Panel –January 18th Mazzoula Children's Musical-January 24th- Flyers available</p> <p>February- Ask newspaper to run notice in local news column for upcoming GPS</p>

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		<p>Leave flyers at local restaurants</p> <p>March- Walk Me Home Event- March 14th (tentative date) Signs/Cards at Feed and Seed Companies/Farm and Garden Shops</p> <p>April- Safe Kids Expo April 11th Cullman Caring for Kids Radio Show</p> <p>May- Ask newspaper to run article on foster parents for FP appreciation month Contact 4 churches about putting notices in their bulletins</p> <p>June- Attend Bi-annual Cattleman's Dinner with Flyer's and Cards. Put cards/signs at City Park and Rec office where children are signed up for sports</p> <p>July- Ask vet clinics to put up flyers in their clinics Post Signs at the Fest Halle Marketplace</p> <p>August- Ask local radio to run advertisement Talk with school counselors about leaving information for school meetings</p> <p>September- Ask newspaper to run notice in local news column for upcoming GPS Post signs at entrance of Rodeo at the Agriculture Center</p> <p>October- Place Flyer in the Print Publication that Oktoberfest Publishes-Local Publication Ask 4 dental offices to put up flyers in their clinics</p> <p>November- Adoption Celebration for Yearly Adoptions for National Adoption Month, Take Pictures and have article in paper Place Flyers and Cards at the Sheriff's Department and Probate Office</p> <p>December- Post flyers in local stores that are frequented during Christmas Post Signs at Santa/Reindeer at Belk Shopping Center</p>
23	Dale	<p>Per Chris Woodall, 1/23/2015</p> <p>Goal: To recruit and develop foster care and/or adoptive resources (individual and couples).</p>

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		<p>Target Area: Faith-based resources.</p> <p>A. Explore potential resources through existing relationship. <i>As a Southern Baptist Christian and interim pastor in a Southern Baptist Church; I have an existing relationship with like- minded believers through the Dale Baptist Association. In addition, the Southern Baptist Convention is currently an advocate in the area of adoption. Many leaders in the convention have adopted or plan to adopt (domestic and international).</i></p> <p>The Dale Baptist Association currently consists of 34 churches that are in Ozark, Ariton, Daleville, Clayhatchee, Level Plains and throughout Dale County. These churches include diverse membership that includes Caucasians, African Americans, Korean, and Hispanics.</p> <ul style="list-style-type: none"> ▪ Step One: Schedule a meeting with Rev. Kenneth Hale, Associational Missionary, and discuss the need for foster and adoptive resources. Explore with him the biblical instruction and example of adoption as well as explore the state requirements and process for foster care and adoption. ▪ Step Two: Schedule a meeting with the pastors/staff of the churches in the Association. They meet every Monday. At the meeting, share similar information with them that was shared with Rev. Hale. Explain the desire to communicate more specific information to the local congregations. Discern pastors and leaders who are interested in gathering more information. ▪ Step Three: Schedule opportunities to promote information with congregations. This can be done on Sundays or other predetermined times. For example, schedule interest meetings at various churches. This could be done during office hours or after as needed to accommodate the schedules of those who are interested. ▪ Step Four: Develop a list of couples and individuals who would like more information. Schedule meetings at their homes and/or DHR office to dive deeper into the process (pre-screen). For those who are interested, provide Foster Care /Adoption Application Packets. ▪ Step Five: Develop and maintain a solid pool of foster care and adoptive resources. In the relationship with the resources, using the characteristic willing to parent form, help connect with waiting children throughout Alabama and match them with forever homes. <p><i>Dale County can be the catalyst to spark of an adoption revival and see the number of children leave the system and connect with forever families.</i></p> <p>B. Explore potential resources through new relationships. In line with the faith-based movement, expand the development of resources through other Christian denominations such as Methodists, Lutheran, Assembly of God, etc. Follow the five steps in Point A in developing meetings with associations and leadership groups as well as individual churches in the community.</p> <p>C. Create avenues for developing potential resources through marketing. For example, in November (National Adoption Month), pass out information outside of Walmart, to spark the individual or couple into possibly considering becoming a resource. Consider other marketing methods to get information into the community.</p>

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		<p>Target Area: General Public</p> <p>A. Utilize community advertisements that are no cost to community organizations (i.e. Scrolling Sign at CB&T) to promote and share contact information for interested individuals and couples.</p> <p>B. Explore contact with Civic Organizations. Meetings and speaking engagements about foster care and adoption can be arranged through organizations such as Rotary Club or Kiwanis Club of Ozark.</p> <p>This plan would fit into the scope of the adoption policy. Introduction Section IV Adoption Services Segment A: Recruitment <i>"The first approach to recruitment is generic recruitment. This method makes a broad general statement of appeal to the public for homes for all waiting children, specifically those with special needs."</i></p>
24	Dallas (has participated in Market Segmentation training when NRC was here)	<p>Per Wanda Goodwin, 1/13/2015</p> <p>Orientation/Meet & Greet "Open Your Heart, Open Your Home" will be held on February 12, 2015 for prospective applicants. Flyers announcing event will be sent to local churches. Announcement will also be sent to local newspaper for publication.</p> <p>In conjunction with the 50th anniversary of the civil rights movement, displays will be put up in key focal point locations, which include recruitment toolkits emphasizing "Your Ordinary Can Be a Foster Child's Extraordinary".</p> <p>The Selma Dallas Library will be contacted regarding creating a display of books on foster care and adoption and recruitment toolkits for the month of May.</p> <p>A Recruitment Fair at a park with food and games will be held in June.</p> <p>Display board and recruitment toolkits will be displayed at the Central Alabama State Fair in October.</p> <p>An Adoption Celebration will be held in November and publicized in the local newspaper.</p>
25	DeKalb	<p>Per Suzanne Thomas, 1/13/2015</p> <p>Media:</p> <ul style="list-style-type: none"> County will contact foster/adoptive parents asking them to help recruit on social media, in the community, and etc... <p>Community Resources:</p> <ul style="list-style-type: none"> County will have a meet and greet at a local coffee shop to try to recruit more families from the community. This will be held on February 9, 2015. County will make coloring sheets and give them out to local daycares with the Departments contact information to try to

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		<p>recruit more families.</p> <ul style="list-style-type: none">County will contact local churches and ask them to make an announcement in their bulletins and see if they will advertise on their marquees.The Department will contact the Tourist Information Center about posting information on the Marquee.County will have yard signs made to place strategically throughout the county to recruit more foster families.County will contact the DeKalb County Board of Education and ask them to notify all the parents, teachers, and education staff about the need for more foster/ adoptive parents.County will contact the DeKalb County Children's Advocacy Center to ask them to add the Department's contact information on their newsletters and bulletins to give out during their annual fundraisers which are given out all over the community. <p>Clubs and Affiliations:</p> <ul style="list-style-type: none">Make speeches to civic clubs and other organizations to recruit more families during the month of February.						
26	Elmore (has participated in Market Segmentation training when NRC was here)	<p>Per Christian Holly, 1/8/2015</p> <ul style="list-style-type: none">Flyers will be placed in local grocery stores and will be given to customers as they check out. The stores will be Winn Dixie in Wetumpka, Winn Dixie in Millbrook, Winn Dixie in Tallassee, and Food Outlet in Millbrook.The recruitment board will be set up in the Elmore Community Hospital for the entire month of February, along with flyers.The recruitment board will be set up in the Wetumpka and Millbrook Wal-Marts several times throughout the year.The recruitment board will be set up at the regularly occurring Chamber of Commerce Business Expo in Wetumpka.Flyers and other recruitment information will be placed in local businesses such as Dr.'s offices, Dentists offices and banks.Local churches will put recruitment information in the church bulletins.Checking with local newspapers about running ads at least one week during the month of February.Resource Worker or Supervisor will speak at local civic clubs and organizations regarding the foster care program and provide application information.Elmore County DHR will host a Foster Parent Appreciation Luncheon and invite current Foster Parents to invite prospective parents. Recognition awards will be given to current Foster Parents and information provided to prospective parents. Speakers may include foster parents or former foster children.Offer incentives for current foster parents who refer prospective parents who complete GPS.Complete an in-house review to determine what areas of the county we are lower in number of homes and target recruitment in those areas						
27	Escambia Gail Cooper – participated in SDHR Market Segmentation work when NRC was here	<p>Per Lynn Barnes, 1/19/2015</p> <table><tr><td>January</td><td>Radio ad on WEBJ, WPFL and WKNU regarding need for homes for large sibling groups and teenagers.</td></tr><tr><td>February</td><td>Open Your Heart and Home color page will be mailed to all local churches for the Sunday School classes to color and take home.</td></tr><tr><td>March</td><td>Make presentations to Civic and Community Clubs about need for foster/adoptive families.</td></tr></table>	January	Radio ad on WEBJ, WPFL and WKNU regarding need for homes for large sibling groups and teenagers.	February	Open Your Heart and Home color page will be mailed to all local churches for the Sunday School classes to color and take home.	March	Make presentations to Civic and Community Clubs about need for foster/adoptive families.
January	Radio ad on WEBJ, WPFL and WKNU regarding need for homes for large sibling groups and teenagers.							
February	Open Your Heart and Home color page will be mailed to all local churches for the Sunday School classes to color and take home.							
March	Make presentations to Civic and Community Clubs about need for foster/adoptive families.							

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		<p>August 2015 We will participate in the United Way Good Hair Day held annually at the First United Methodist Church downtown early August.</p> <p>September 2015 start new GPS class September 1.</p> <p>October 2015 will participate in the United Way Give back event held at the Gadsden Mall on October 30.</p> <p>November 2015 complete GPS class and license new homes.</p> <p>December 2015 continue to license new homes and have informative booths in Gadsden Mall on December 4th.</p>
29	Fayette	<p>Per Dwanla Anderson, 1/12/2015</p> <p>Fayette County has placed signs throughout the county to advertise the need for foster/adoptive families. We are also getting ready to do a tri county GPS class with Marion and Lamar County. This has been advertised in our local newspaper. Also, last week the local newspaper interviewed our resource worker, Myra Rainey. The newspaper will feature an article on the need for families as well as information on becoming a foster parent.</p>
30	Franklin	<p>Per Jerry Groce, 1/14/2015</p> <p><u>Newspapers:</u> The Times Daily (Regional Paper) and Franklin County Times & Red Bay Times (Local Papers) will be utilized as resources to raise community awareness of the need for more foster/adoptive parents. We will also post the times and dates for semi-annual Group Preparation Selection Classes.</p> <p>We will request that a Public Information article be placed in the local Franklin County newspaper each week during the month of February. We will collaborate with Lauderdale and Colbert County DHR to run a joint Public Service Announcement in the Times Daily.</p> <p><u>Radio:</u> Public Service Announcements about GPS class orientation and class schedule will be sent to the local stations asking that they be included in their broadcast. We will also request that our staff and foster parents be allowed to do some of the announcements.</p> <p>Contact media sources include local stations: WFMH-FM 95.5, and AM 920. We will also work in conjunction with our neighboring counties of Colbert and Lauderdale to place ads on the regional radio station WQLT-FM 107.3.</p> <p><u>Public Meetings:</u> Our QA/ GPS Coordinator will be speaking at local churches, non-profit organizations, and Civic Clubs (Kiwanis, Lions, Rotary, Domestic Violence, etc.) to inform them of the need for more Foster Homes and Adoptive Placements.</p>
31	Geneva	<p>Per Denise Hanks, 1/6/2015</p> <p>1. Contact churches to place information in bulletins.</p>

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		<p>2. Contact area businesses/churches with marquee and request promotional space.</p> <p>3. Contact local libraries to see if they are willing to do a display about Foster Care and adoption in the months of May and November. May is National Foster Care month and November is National Adoption Month.</p> <p>4. Contact will be made with local newspapers regarding a news release and possibly a feature story.</p> <p>5. Make bookmarks and place at the public library.</p> <p>6. We plan to request all county DHR staff and community partners, including foster parents, to post this year's recruitment logo as their profile picture on Facebook and this year's recruitment slogan as their status in May in order to raise awareness of the need for foster/adoptive families.</p> <p>7. Get on the agenda for County Commissioners for a Proclamation of National Foster/Adoptive Parent Month in May.</p> <p>8. Have a Foster/Adoptive Parent appreciation dinner. Ask each foster/adoptive parent to bring another couple who is interested.</p> <p>9. Organize a meeting/training with foster/adoptive parents. Ask them to bring one new couple who is interested in being a foster/adoptive parent.</p> <p>10. Submit a PSA to be announced by local radio stations.</p>
32	Greene (Mollie Rowe has participated in SDHR Market Segmentation work with NRC	<p>Per Beverly Vester, 1/12/2015</p> <p>Pamphlets will be distributed at "Grown Folks Night Out, Foster Parents Social Hour"</p> <p>February 14, 2015</p> <p>Person(s) Responsible: Foster & Adoptive Parents, DHR Liaison</p> <hr/> <p>Display will be set up at the local library with books about foster care and adoption.</p> <p>Daily during the month of February</p> <p>Person(s) Responsible: Nettie Davis & Joyce Gipson</p> <hr/> <p>Displays and brochures about foster care and adoption will be placed at sites where adults frequent (Hospital, Clinics,</p>

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		<p>Banks, Beauty Shops, Barber Shops, and Courthouse) etc...</p> <p>During the month of February</p> <p>Person(s) Responsible: DHR Staff & Volunteers</p> <hr/> <p>Speaking engagements at Civic, Social and Service organizations, etc...</p> <p>During the month of February</p> <p>Person(s) Responsible: DHR Staff, Foster Parents, & Adoptive Parents</p> <hr/> <p>Announcements about foster care and adoption will be distributed at churches.</p> <p>During the month of February</p> <p>Person(s) Responsible: DHR Staff, Volunteers, Foster Parents, and Adoptive Parents</p> <hr/> <p>Display will be set up in the foyer of Greene County DHR with pamphlets and brochures about fostering and adopting.</p> <p>During the entire month of February</p> <p>Person(s) Responsible: DHR Staff</p>
33	Hale Market Segmentation 12/19/2013	<p>Per Rose Shadwick, 1/9/2015</p> <p>January</p> <ul style="list-style-type: none"> • Mail in Recruitment Plan • Community speaking engagement in schools, churches or civic club <p>February</p> <ul style="list-style-type: none"> • Coloring sheets to schools for Valentine's Day • Community speaking engagement in schools, churches or civic clubs <p>March</p> <ul style="list-style-type: none"> • Brochures, posters & flyers at area schools.

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		<ul style="list-style-type: none"> Community speaking engagement in schools, churches or civic clubs. <p>April</p> <ul style="list-style-type: none"> Brochures, posters & flyers at area stores Community speaking engagement in schools, churches or civic clubs. <p>May</p> <ul style="list-style-type: none"> News article for Foster Parent Month Community speaking engagement in schools, churches or civic clubs. <p>June</p> <ul style="list-style-type: none"> Brochures, posters & flyers at area doctors & vet offices Community speaking engagement in schools, churches or civic clubs. <p>July</p> <ul style="list-style-type: none"> Advertise with school football schedules Advertise in church bulletins <p>August</p> <ul style="list-style-type: none"> Advertise in school sports programs Coloring sheets and crayons to local restaurants <p>September</p> <ul style="list-style-type: none"> Advertise with schools via banners Community speaking engagements <p>October</p> <ul style="list-style-type: none"> Set up booth at Fall Festival Event(s) Community speaking engagements <p>November</p> <ul style="list-style-type: none"> News article for adoption month Brochures, posters & flyers in area churches <p>December</p> <ul style="list-style-type: none"> Coloring sheets to schools for Christmas Brochures, flyers & posters in area churches
34	Henry	<p>Per Stephanie McKnight, 1/5/2015</p> <ol style="list-style-type: none"> Distribute Coloring sheets to daycare centers and homes.

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		<ol style="list-style-type: none"> 2. Coloring sheets distributed to known churches with children's church programs and nursery-preschool programs. (also plan to do this for as many Vacation Bible Schools as possible this summer, will need new/different coloring sheets) 3. Church bulletin inserts for churches in Henry County. Also, ask Henry County DHR & Health Department employees to take to their home churches as well. 4. Request permission to place an insert in school report cards and also explore placing inserts in Alabama Power Company statements or local utility company/business statements. 5. Newspaper Op-Ed piece in Abbeville Herald and Dothan Progress— 6. Op-Ed piece posted to local online web news media such as Wiregrass Live, Ricky Stokes News, etc. 7. Arrange another newspaper interview with foster/adoptive parent for Dothan Progress 8. Advertise and Host Interest meeting in late February-March and July- August prior to beginning next GPS class or do Deciding Together. 9. Seek out civic groups, clubs, organizations, church groups to provide information about becoming a foster/adoptive parent to include Chambers of Commerce, Lions & Kiwanis Clubs and other such organizations. 10. Distribute yard signs, business cards and other materials to raise awareness for the need for foster/adoptive parents.
35	Houston	<p>Per Julie Lindsey – 1/5/2015</p> <p>Our big recruitment for potential foster and adoptive resources is in November during the National Peanut Festival which generates about 150,000 visitors each year. We always do a booth for foster and adoptive recruitment which also ties in with the theme of the festival each year. This past year we won 4th place for our booth.</p> <p>This year, in addition to the booth at the National Peanut Festival, we plan on sending out a survey to all foster and adoptive parents/ resources as well as community partners regarding recruitment ideas. We plan on sending out the survey by 01/12/2015. After we receive the survey, we would like to invite these foster and adoptive parents/ resources as well as community partners to a meeting, tentatively scheduled for 02/12/15, to discuss what we found from the surveys and strategies to address any issues and ideas regarding recruitment. From there, we hope to develop a flyer that can be distributed to local churches and possibly local businesses. Hopefully this meeting will generate other ideas as well.</p> <p>In May we present proclamation to the County and City Commissions to recognize May as Foster Care Month. We also do proclamations in November recognizing November as Adoption month. During both of these month, some of our foster and adoptive parents are interviewed by the local newspapers in recognition of these months.</p>
36	Jackson Market Segmentation	<p>Per Jennifer Owens, 1/12/2015</p> <ul style="list-style-type: none"> • Information about classes is mailed to all churches within the county at least one month prior to classes beginning

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	work on July 2013	<ul style="list-style-type: none"> • Posters will be hung at the local hospital prior to classes. Worker will also contact the Rec Com to possibly hang a poster • Worker will contact the libraries about setting up a book display regarding foster care/foster parenting along with posters and recruiting material prior to classes beginning each time • Contact banks and other business with marquis to advertise classes • Contact North Jackson Electric Board about an article or information about classes in Alabama Living. • Bookmarks provided during any recruiting events • Worker sends postcards to all inquiries about foster parenting • Worker mails information to potential foster parents • Contact newspapers about approved articles prior to classes • Contact the movie theater and gas station about advertising on their screens (with approval) • Contact Baptist Association about putting information about classes in their newsletter • Contact local channels for approved PSA • Scottsboro Christmas Parade float • Speaking engagements with churches, church groups, other organizations • Jackson Co. Foster Parent being trained for GPS co-lead. She is very beneficial to recruiting and FAPA activities. • Foster Parent Appreciation Dinner, Back to School Party, Christmas Party (maintenance) • National Adoption Month Celebration for the year's completed adoptions (maintenance) • Monthly training with FAPA and Shocco Springs Training for foster parents (maintenance)
37	Jefferson - includes Bessemer Division (has participated in abbreviated Market Segmentation training)	<p>Per Courtney Hall, 1/20/2015</p> <p>Goal: Provide stable foster home placements for children entering foster care so that they experience a minimal number of placement episodes in the journey toward permanency.</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Increase current foster Homes in Jefferson County (Birmingham & Bessemer) from current number of 220 to 250. Target approval of at least 10 homes specifically for teens and at least 5 for medically fragile/special needs children. • Provide foster parents with pre- & post-adoptive services as needed. • Increase the number of children that are adopted by their TFC foster parents. • Make contact with all of the TFC providers and ask that we be allowed to speak to their staff about the benefits of adoption and the adoption process. • Partner with TFC providers by serving on their GPS panels to discuss adoption and answer any questions that the potential foster parents may have related to becoming adoptive parents of older youth. • Increase the number of adoptions of children that have the case plan of ANIR • Partner with APAC to serve on their GPS training panel for adoptive parents to develop a relationship as well as respond to any questions related to policy and procedure and practice within Jefferson County. • Coordinate and partner with APAC to staff recruitment events and activities within the community. • Utilize APAC services to support potential adoptive, adoptive and post-adoptive families. • Recruitment Intake Line: Provide more personalized ongoing engagement with prospective foster and adoptive resources that make inquiries via the County Hotline by sending informational packets within three days of inquiry. Follow up within one week of packet being mailed and at least monthly until participant has begun training or elected to withdraw from the process. We will follow up with inquiries made to the State Hotline by making contact within one week of receiving their contact information.

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		<ul style="list-style-type: none"> • Refreshments for GPS orientation and training classes • Recruitment supplies & equipment: Purchase supplies and equipment to develop presentations and literature that are more professional in appearance and appealing to prospective foster and adoptive families to be utilized at community awareness and recruitment events and presentations and training classes. <p>Recruitment Activities:</p> <p>Recruit members for Resource Work Group/Committee</p> <p>The Resource Work Group committee will serve as a working group to assist with recruitment and retention efforts. The Resource group would expand our scope and assist with brainstorming recruitment ideas, identifying other resources, planning community based events and activities. The group will meet bi-monthly or quarterly based upon a consensus from the group. Participants will be recruited from DHR staff, community partners including but not limited to medical community (Nell Henderson liaison); Education (Becky Bevis, Liaison); Law Enforcement, Foster Parent Association (Tracy Hacker, FPA President, Judith Story, Bessemer President), Religious Community, Neighborhood Association presidents, Civic and Community Leaders, and Corporations, Churches; children's policy council; local foster parent support groups (Gardendale First Baptist); Altar 84 a local Orphan Care Ministry that partners to support local foster & adoptive families .</p> <ul style="list-style-type: none"> • Meeting with Children's Aid Society Independent Living Program Coordinator and Teen Advisory Board to brainstorm ideas for recruitment venues; schedule times that teens will present "Caring for Teens" message to foster parents and prospective foster parents. • Collaborate with Children's Hospital of Alabama to develop strategies for recruitment of homes for medically fragile children from the medical community. • Contact Alabama 13 to discuss development of media campaign • Foster parent president Tracy Hacker to be spotlighted on "Joy in our Town" WTNB to promote awareness of need for foster and adoptive parents in Jefferson County. <p>Social Media – Post notices of training, foster parent incentive payments, recruitment calendar of events on Jefferson County Alabama Foster Parent Association Facebook page. Amanda Dunn Jefferson County foster parent serves as contact; ask that she serve on workgroup committee</p> <p><u>January</u></p> <p>Poster & Brochure Campaign Place Open your heart posters and/or brochures in community venues, civic organizations, businesses, government offices, barber, & beauty shops, daycares, churches (include ads in Church bulletins); libraries, bookstores, Board of Education, Pediatric Dentist and physician offices (Jefferson County, Birmingham City, Bessemer, Hoover, Homewood, Trussville, Vestavia), Movie Theatres and Restaurants.</p> <ul style="list-style-type: none"> • 1/16/15 - Meet with Children's Aid Society Independent Living Program/Dream Council leaders to brainstorm development of literature & training and recruitment venues to place posters, facilitate trainings to recruit homes specifically for teens. <p>Targeted Goal: 10 new homes for teens</p>

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		<p>Slogan: "Raise Hope & Nurture Dreams... foster parent a teen"</p> <ul style="list-style-type: none"> • Foster Parent Association Meetings (Bessemer & Birmingham) announce financial incentive to foster parents for making referrals that complete the licensing process. Also send out flyer notifications to current foster parents. • Utilize Recruitment Incentive Fee to provide least restrictive community based placements. • Begin GPS orientation and Training class • Obtain directory of Birmingham neighborhood Associations within the 9 Districts • Secure approval to place a Banner with contact information at all Birmingham Blitz Basketball Games – Regina Weathersby to research <p><u>February</u></p> <ul style="list-style-type: none"> • Poster Campaign continues • Birmingham CrossPlex Sporting Events . Specific Sporting Events TBD throughout Month <p>* Post a Banner at Birmingham Blitz Basketball games</p> <ul style="list-style-type: none"> • Develop presentations that target potential foster homes for teens, medically fragile and sibling groups in partnership with Children's Aid Society and Children's Health Systems. • Dream Council to facilitate training on "fostering teens" to FPA in Birmingham & Bessemer • Mercedes Marathon February 20-21 (unconfirmed) • Presentation @ a Birmingham and Bessemer Neighborhood Association meeting • Presentation or table set up at Alter 84 event on February 28th. • Meeting with Claire Lenker, Children's Hospital of Alabama <p><u>March</u></p> <p>Open Your Heart Community Awareness Events Kickoff (Facilitate targeted Presentations to at least 2 community organizations per month March – September 2014; churches, civic groups, fraternities, sororities, neighborhood association meetings; professional groups, meetings, conferences. Currently identified need to be confirmed:</p> <ul style="list-style-type: none"> • Birmingham Neighborhood Association (We will obtain a list of all Neighborhood associations from our local City Hall) • Table set up outside of hospital break rooms in effort to recruit medical staff to foster medically fragile foster children. <p><u>April – Child Abuse Awareness Month</u></p> <ul style="list-style-type: none"> • GPS Orientation & Training Class – Bessemer • Community Presentations in conjunction with Child Abuse Awareness Month activities co-facilitate by Dream Council Youth • A Birmingham Neighborhood Association • April 25th – Magnolia Festival – Gardendale Civic Center Kerri Rice Contact <p><u>May – Foster Care Month</u></p> <ul style="list-style-type: none"> • GPS orientation & Training Class – Bessemer • I Love Homewood Day – Pamela Steele contact

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		<ul style="list-style-type: none"> Community Presentations in conjunction with Child Abuse Awareness Month activities co-facilitate by CAS ILP Program/Dream Council Youth May 16th - Foster Parent Appreciation Dinner or Lunch <p><u>June</u> Birmingham and Bessemer Neighborhood Association June 6th - Juneteenth Culture Feast – Pam Steele Contact</p> <p><u>July</u> Birmingham and Bessemer Neighborhood Association Tannehill Trade Days – Anna Smith Contact</p> <p><u>August</u> Birmingham and Bessemer Neighborhood Association Request table set-up at local churches and organizations back to school events and services.</p> <p><u>September</u> Birmingham and Bessemer Neighborhood Association</p> <p><u>October</u> Birmingham and Bessemer Neighborhood Association</p>
38	Lamar	<p>Per Rachel Oakes, 12/30/2014</p> <p>Because we are not able to have frequent GPS classes locally due to lack of interest and lack of a foster parent leader, we have partnered with Fayette and Marion Counties to have GPS classes beginning in February. We will plan to recruit prior to the beginning of the February 2015 GPS classes as well as throughout the year.</p> <p>January 8, 2015 Service Unit meet to discuss: (a) new ideas for foster parent recruitment (b) identify community partners for recruitment (c) identify workers willing to volunteer to speak (d) identify worker to respond to info requests (e) identify tracking system of responses (f) identify waiting applicants</p> <p>January 9, 2015 Send letters to waiting applicants reminding them that GPS classes will be held for Lamar, Fayette, and Marion Counties at The Guin City Hall beginning on February 3rd at 6 p.m.</p> <p>Send article to local newspapers regarding the need for foster/adoptive homes.</p> <p>February 2015</p>

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		<p>Send letters to all local newspapers volunteering to speak about becoming foster/adoptive homes at church, civic, and organization meetings. The local newspapers are: The Lamar Democrat, The West Alabama Gazette, The Lamar Leader</p> <p>March 2015 Call the Office of Permanency Recruitment and Retention to obtain new recruitment materials.</p> <p>Make a list of local businesses and divide among service unit. Call local businesses and ask for permission to hang posters/place flyers.</p> <p>April 2015 Send article to local newspapers regarding the need for foster/adoptive homes.</p> <p>Contact local radio station WVSA and request public service announcements for the month of May.</p> <p>Many Lamar County residents have Direct TV or Dish Satellite. Both of those media sources consider Lamar County in the Mississippi market and their customers have Mississippi News Stations. We will contact the nearest Mississippi TV station (WCBI, Columbus, Ms) and request public service announcements for May.</p> <p>April 2015 Take flyers and or posters to businesses that have agreed to partner.</p> <p>May 2015 Ensure that each person that has inquired about becoming a foster/adoptive home has received a response from our agency.</p>
39	Lauderdale (has participated in Market Segmentation training in Dec., 2013	<p>Per Jennifer Berry</p> <p>All interviews, mailings, posters, etc. will mention the need for foster and adoptive homes as well as the date of our upcoming GPS classes</p> <ol style="list-style-type: none"> 1. Set up interviews as well as public service announcements with local radio stations to share the need for homes - Kix 96, WQLT 107.3, WLAY 103.5, Rock 105.5, Star 94.9, WBTG 106.3, WBCF 97.1, Alabama Public Radio 2. Contact local television stations about broadcasting a story about the need for homes and possibly include an interview with a foster/adoptive parent – WAAY, WAFF, WHDF, WZDX, Alabama Public Television 3. Contact local newspapers and magazines about running stories about the need for homes and possibly include an interview with a foster/adoptive parent – Times Daily, Courier Journal, NOLA Magazine, Shoals Women Magazine 4. Contact and go to the area's larger churches to speak about the need for homes – Christ Chapel, Crosspoint

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		<p>Church, Faith Church, First Assembly Church, Florence Boulevard Church of Christ, Highland Baptist Church, St. Joseph Catholic Church, Underwood Baptist Church, Woodmont Baptist Church</p> <ol style="list-style-type: none"> Mass mailing to all churches in the county asking them to share information with their congregations concerning the need for homes and we will include paperwork that would fit in a church bulletin or paperwork that could be hung on a bulletin board Take posters/brochures/business cards to the following places in our community that were identified as part of our county's market segmentation – Library, Co-ops; tractor supply; various hardware stores such as Lowe's, Home Depot, Yazoo's, Ace Hardware, Home Depot; Bait and Tackle Shops as well as sporting goods stores such as Dick's, Gander Mountain, Shoals Outdoors; Pet stores such as Pet Depot and Petco; Local grocery stores such as Foodland, Big Star, Publix; Craft stores such as Hobby Lobby, Joanne's, and Hancock's; Local gyms and the YMCA; various family restaurants; and, local school sporting events. Set up information booths at First Fridays and at any other community activity where setting up booths is allowed to share the need for homes Ask our staff members to share information with their families, churches, and friends concerning the need for homes Place information in the teacher's lounges at the city, county, and private schools advertising the need for homes Pass out the yard signs that we already have to our foster and adoptive parents, staff members, and any person or business whom is willing to display the signs where they can be seen
40	Lawrence	<p>Per Debra Coffey, 1/13/2015</p> <ul style="list-style-type: none"> Advertisement in Moulton Advertiser/local newspaper and Decatur Daily Presentations to churches and community organizations Radio Announcements on local radio station Distribute and display flyers in local businesses, schools, and medical practices Inserts in local church bulletins
41	Lee (has participated in Market Segmentation training when NRC was here)	<p>Per Carolyn Hunter, 1/12/2015</p> <ol style="list-style-type: none"> Submit a PSA to be announced by local radio stations, such as Auburn Network Inc. and Jarrell Communication, in February 2015 and August 2015. During all training meetings, foster and adoptive parents will be asked to share their experience through word of mouth, testimony, social connections, and email to their family, friends and refer potential providers to the Resource Unit. Foster parents will be asked to identify someone who has expressed an interest in fostering/adoption so that information can be provided to them along with a special invitation to the next GPS orientation. In February 2015, local churches and small businesses will be sent recruitment material containing information about how to become a foster parent for Lee County DHR.

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		<p>4. Resource Unit Workers will seek speaking engagement opportunities to inform the community about fostering and adopting. GPS orientation and classes will be available at a minimum of 3-4 times per year depending upon the need.</p> <p>5. Community partners such as Judge Mike Fellows/Carrie Fellows, Big House Foundation Director Micah Melnick, Auburn University Athletic Director Jay Jacobs/Angela Jacobs have all committed to assist in recruiting events. We will continue to ask community partners, church members, foster parents, and adoptive parents to be active recruiters throughout the year; we will provide them with recruitment materials and other assistance as requested.</p> <p>6. Resource Unit will contact Lee County Parent Magazine to see if they would be willing to run an advertisement in an attempt to recruit foster parents.</p> <p>7. DHR staff will be asked to take flyers to their churches if in Lee County.</p> <p>8. Local banks, children's clothing stores, and pediatrician offices will be contacted in February 2015 to see if flyers can be placed at their business.</p> <p>9. We are currently working with a Spanish-speaking community partner to help us recruit Spanish speaking foster parents.</p> <p>10. Businesses and licensed foster parents will be asked to display yard signs aimed at recruiting foster parents.</p>
42	Limestone	<p>Per Angela Mayberry, 1/23/2015</p> <p>Goal for 2015: Develop a Limestone County Recruitment Team to plan and implement successful foster and adoptive parent recruitment ideas in order to have a successful recruitment all year.</p> <p>Booth/Event- Foster Parent will attend the Chili Challenge February 2015 at Athens High School to pass out flyers regarding the GPS class and the need for foster homes.</p> <p>Radio- DHR will provide a recruitment announcement for WKAC and WZYP.</p> <p>Advertisement- Limestone County DHR will ask the Athens News Courier/Decatur Daily to run an article in Lifestyles in February 2015. Possible topics of discuss: General Information, Questions and Answers Interview with a foster parent, Ways to Support a foster parent, All types of foster parents (single, two parent) Teens</p> <p>DHR will run an announcement weekly in the Limestone Ledger regarding the next GPS class scheduled for March 3, 2015</p> <p>Church Involvement- Resource Worker will mail all churches in Limestone County a flyer regarding the next GPS class. All of DHR staff, foster and adoptive parents will be asked to take a brochure to display at their church, hair salon, child's school/sports facility.</p> <p>School Involvement- Resource Worker will ask local schools and daycares to hand out flyers or post a flyer during the month of February 2015.</p> <p>Public Involvement- Resource Worker will ask Dominoes or Pizza Hut to place flyer on the pizza orders.</p> <p>Continue to place sign in front of DHR regarding the need for adoptive and foster parents</p>
43	Lowndes (has participated in Market Segmentation	<p>Per Jacqueline S Lee, 1/22/2015</p> <p>Set up booth at community events such as Old Americans Month, Back to School rally, Head Start Program on the square day of the Week of Young Child Event.</p>

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	training – with other counties)	<p>Contact local telephone company about advertising on monthly bill.</p> <p>Place flyers on bulletin at the Courthouse, local stores, Post Office, and Dollar General.</p> <p>Place article in the Lowndes Signal local newspaper.</p> <p>Advertise by ordering Fans, planners and ink pens to distribute to churches and individuals.</p>
44	Macon (has participated in Market Segmentation training when NRC was here)	<p>Per Shavon Mayes, 1/9/2015</p> <p>The following is a list of tentative presentations Macon County Department of Human Resources has planned and/or is awaiting confirmation.</p> <p>January</p> <ul style="list-style-type: none"> Distribute flyers to current foster parents to assist with recruiting new parents within their neighborhoods. <p>January 29, 2015 @ 10:00 am Local foster parent meeting at Macon County DHR</p> <p>February</p> <ul style="list-style-type: none"> WAKA- News- Channel 8 –Recruiting for teen foster homes and foster homes for children with special needs. Date & Times to be announced (No charge) Recruitment Ad Tuskegee News Paper (Local Newspaper) (Print date TBA) (No charge) Recruitment Presentation- Town of Shorter Town Hall Meeting - Date & Time- 2/19/15- 5:00 pm <p>March</p> <p>Community wide recruitment</p> <ul style="list-style-type: none"> Distribute flyers at local town city/government building Distribute flyers at local businesses Open House- Invite the community for an informal discussion on becoming foster parents <p>April</p> <ul style="list-style-type: none"> Community Organizations Presentations (Date & Time TBA) Optimist Club Golden Life Retired Nurses Kiwanis Club <p>May</p> <ul style="list-style-type: none"> Foster Parent Appreciation Celebration (Date & Time TBA) Recruitment Booth- Carver Festival (Date & Time TBA)

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		<p>June County Wide Church Recruitment</p> <ul style="list-style-type: none"> • Mail recruitment flyers to churches in the county <p>July</p> <ul style="list-style-type: none"> • Canvasing shoppers at local business parking lots with recruitment flyers - 07/02/15- 10:00 am -12:00 noon • Canvasing shoppers at local business parking lots with recruitment flyers - 07/08/15- 10:00 am- 12:00 noon • Canvasing shoppers at local business parking lots with recruitment flyers - 07/21/15- 10: am- 12:00 noon <p>August</p> <ul style="list-style-type: none"> • Recruitment Booth in front of-local bank - (Date & Time TBA) • Recruitment Booth at local Farmers Market - (Date & Time TBA) <p>September</p> <ul style="list-style-type: none"> • Distribute flyers to current foster parents to assist with recruiting new parents within their neighborhoods. September 3, 2015- 10:00 am DHR • Set up recruitment booth in front of local grocery store (Piggly Wiggly) 09/04/15- 10 am- 1:00 pm <p>October Local City/Town Government Meetings:</p> <ul style="list-style-type: none"> • City of Tuskegee Council Meeting 10/6/15 @5:30 pm • Town of Notasulga Meeting - (Date & Time TBA) • Town of Franklin Meeting - (Date & Time TBA) <p>November Community Organizations Presentations (Date & Time TBA)</p> <ul style="list-style-type: none"> • Rotary Club • Cadillac Club • Retired Teachers • Retired DHR Club <p>December Follow up with previous months contact</p>
45	Madison Market Seg working session March 2015	<p>Per Terry Bell, 1/9/2015</p> <ol style="list-style-type: none"> 1. February 2015 <ul style="list-style-type: none"> • place ad in local newspaper (will send for approval)

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		<ul style="list-style-type: none"> begin process to have new recruitment brochures printed planning with outside trainer to conduct seminar during the summer 2015 for foster/adoptive parents, social workers, community partners contact local shopping mall to display banners throughout the month <p>2. Spring 2015</p> <ul style="list-style-type: none"> Send out brochures regarding foster/adopting to local churches and organizations Appreciation event for foster parents incorporated with recruiting by inviting guests who are interested in fostering/adopting Partner with local churches to coordinate a recruitment event at the Department Purchase additional training material for foster parent training Purchase life book supplies Purchase cameras for use by workers/foster parents for life book purposes or other approval process needs Purchase children's books on adoption, learning equipment, educational materials <p>3. Summer 2015</p> <ul style="list-style-type: none"> Host the workshop planned during Spring 2015
46	Marengo (has participated in Market Segmentation training – Charlotte? When NRC was here.	<p>Per Tawanna Jones, 1/12/2015</p> <p>Marengo County Department of Human Resources is eager to begin our recruitment campaign for Foster/Adoptive families. Our agency understands the importance of finding homes for children. We are excited about this campaign to locate families for our foster children.</p> <p>Marengo County DHR Recruitment Plan 2015:</p> <ul style="list-style-type: none"> Place Foster /Adoptive Parent brochures in local doctor's offices and pharmacies by February 2015 Partner with Local foster/adoptive parents' recruiters by March 2015 to plan and implement recruitment events Our agency will place posters/banners throughout the county Our agency will send out flyers to churches and civic groups Our agency will contact local radio stations to promote the recruitment of foster/adoptive families Our agency will present at public/private meetings information regarding foster/adoptive families recruitment Our agency will place an article or advertisement in the local newspaper and/or shopper's guide <p>Marengo County DHR is extremely excited about this plan for building quality, safe, and permanent homes for our foster/adoptive children. If you have any questions, please feel free to contact the undersigned at the numbers provided.</p>
47	Marion	<p>Per Kier Vickery, 1/12/2015</p> <ul style="list-style-type: none"> Marion County DHR utilizes our local radio stations public service announcements to encourage our listeners to become

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		<p>foster parents.</p> <ul style="list-style-type: none"> Marion County DHR plans to display “Become Foster Parents” signs around the county as a recruitment tactic.
48	Marshall	<p>Per Martha McClendon, 1/12/2015</p> <p>Targeted Activities for Month of February 2015:</p> <ul style="list-style-type: none"> Newspaper articles in four county newspapers (two in Guntersville, 1 in Albertville, and 1 in Arab) Articles have been in county newspapers in November and December 2014 to highlight adoptions in 2014 and announce GPS classes that began 1-6-15 (5 families participating) Church bulletin inserts in various city/county churches (all denominations). Contacts have been made with foster parents and staff to target the churches they attend. Email reminders to foster parents to help us with word of mouth contacts in the community. Contacts made in February 2015 to set up for workers, staff and foster parents speak as possible to churches regarding the need for additional foster parents. Local radio public service announcements and interviews throughout month of February 2014 Post yard signs throughout the county to promote awareness for the need for additional foster parents. These were provided by Adoption Incentive Funds in 2014. Personal phone calls to all names on the list who have previously contacted DHR regarding an interest to foster. Post dates of foster parent classes on Marshall County DHR FaceBook page and make use of other social media for recruitment. <p>Continuous Activities:</p> <ul style="list-style-type: none"> Announcements of scheduled GPS classes through media and area newspaper. Future classes to begin in April and August 2015. Individual contacts through Chamber of Commerce events, Marshall County Interagency and other community events Three GPS sessions per calendar year. The first class began 1-6-15. Distribution of business cards, church bulletin inserts and flyers regarding the need for additional foster homes to be used throughout the year. These were provided by Adoption Incentive Funds in previous years and supplies are still on hand.
49	Mobile	<p>Per Belinda Harris, 1/12/2015</p> <p>January</p> <ul style="list-style-type: none"> Foster Parent Orientation – January 13, 2015 Conducted by Jessica Bones-Sigler, and D. Latorie Horn. Letters to community churches requesting information regarding fostering and adopting be placed on weekly church bulletins. GPS Training – January 22, and January 29, 2015 Conducted by Jessica. Bones-Sigler and Latorie Horn. Television interview with a DHR representative for WMPV TV 21 “Joy In Our Town” to be broadcast in February 2015. Television interview with an approved foster care provider for WMPV TV 21 “Joy In Our Town” to be broadcast in February 2015. <p>February</p> <ul style="list-style-type: none"> Foster Parent Meeting – February 10, 2015- Presentation to current foster parents regarding the need for additional

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		<p>foster parent in Mobile County. Foster parents will be given foster care/adoption recruiting cards for distribution.</p> <ul style="list-style-type: none"> • GPS Training – February 5, 12, 19, 26, 2015- Conducted by Jessica Bones-Sigler and Latorie Horn. • Television broadcast of WMPV TV 21 “Joy In Our Town” – Discussion topic will be the need for foster/adoptive homes in Mobile County. • Television broadcast of WMPV TV 21 “Joy In Our Town” – Interview with current foster parents regarding their experiences as foster/adoptive parents. • Community churches will attach message in bulletins or make announcements regarding the need for Foster/Adoptive Parents. • Post brochures regarding becoming adoptive or foster parents in local libraries. <p>March</p> <ul style="list-style-type: none"> • GPS Training – March 5, 12, 19, 26, 2015- Conducted by Jessica Bones-Sigler and Latorie Horn • Foster Parent Orientation – March 10, 2015- Conducted by Lugretha House and Debbie Martin. • Recruitment Display at Chili Cook-off at “The Grounds”- March 7, 2015. Lynn Tedder Volunteer Coordinator contacted by Tonja Smith January 9, 2015 <p>April</p> <ul style="list-style-type: none"> • Television Interview, Channel 15 – initial contact December, 24, 2015, follow up will be April 1, 2015 • Sign Campaign/Billboard – letter submitted to Lamar Advertising to be submitted by Tonja Smith April 1, 2015 • Foster Parent Orientation – April 14, 2015 –Conducted by Lugretha House and Debbie Martin <p>May</p> <ul style="list-style-type: none"> • Newspaper Interview with the Mobile County Foster Parent/s – make contact 3rd week in March-Tonja Smith and/or Donna Wilson, • Foster parent Reception, local media will be invited – Tentatively scheduled for May 12, 2015; initiate contact with media 1st week in April Tonja Smith/Resource Unit, Resource Unit) <p>June</p> <ul style="list-style-type: none"> • Newspaper Ad – in Sunday paper – make contact/submit for approval to state office 2nd week in April • Recruitment initiative at local churches – send out letters 4th week in May Resource unit • Foster Parent Orientation – June 9, 2015 -Donna Wilson/Tonja Smith • GPS Training – June 4, 11, 18, 25, 2015 –Conducted by Lugretha House and Debbie Martin <p>July</p> <ul style="list-style-type: none"> • Trinity Broadcasting interview slated to interview Foster/Adoptive parent – make contact last week in May to arrange interview (Jessica Bones-Sigler) • GPS Training – July 2, 9, 16, 23, 30 2015 – Conducted by Lugretha House and Debbie Martin • Foster Parent Orientation – July 14, 2015 -Donna Wilson/Tonja Smith • Post recruitment material at local libraries – 3rd week of July -Tonja Smith <p>August</p> <ul style="list-style-type: none"> • Partner with APAC for Recruitment Campaign – Resource Unit – make initial contact 1st week in February- Donna Wilson • Foster Parent Orientation – August 18, 2015-Conducted by Tonja Smith and Donna Wilson) • GPS Training – August 6, 2015 –Conducted by Lugretha House and Debbie Martin <p>September</p>

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		<ul style="list-style-type: none"> Attend PTA/PTO Meetings for the purpose of Foster Parent recruitment – arrange to attend meetings 2nd week in August-Resource Unit Send information to local churches to include recruitment information on church bulletins – mail out information 3rd week in August-Resource Unit GPS Training – September 24, 2015 – Conducted by Tonja Smith and Donna Wilson <p>October</p> <ul style="list-style-type: none"> Recruitment Booth at Bayfest – October 3, 2015. Initiate contact to make arrangements first week in June – Resource Unit GPS Training – October 8, 15, 22,29, 2015 – Conducted by Tonja Smith and Donna Wilson <p>November</p> <ul style="list-style-type: none"> Foster Parent Orientation – November 10, 2015- Conducted by Jessica Bones-Sigler and Latorie Horn GPS Training – November 5,12, 19, 2015- Conducted by Tonja Smith and Donna Wilson Partner with APAC for National Adoption Month – <p>December</p> <ul style="list-style-type: none"> Provide literature regarding adopting and fostering at Foster Children's Christmas Party – 1st or 2nd week in December -Resource Unit/Adoption Unit/
50	Monroe	<p>Received 1/7/2015</p> <p>Monroe County will utilize our local newspaper, local radio stations and churches, public schools and library as part of our recruitment plan to develop additional foster/adoptive parents:</p> <ul style="list-style-type: none"> Contact local newspaper to run articles on foster/adoption parents Contact local radio stations to run public service announcements on foster/adoption parents Contact local churches to place flyers in church bulletins. Contact public schools to place posters and flyers in schools Contact local library to place poster and flyers on display Contact and ask local church pastors to spotlight foster care during one day of worship beginning the month of February. Contact local utility company (water) to insert recruitment flyers into monthly bill promoting the need for more foster / adoptive parents Contact local YMCA to display a banner in the recreation center for recruitment of more foster/adoptive parents. Contact county school superintendent to speak at principal / board members meeting and take material that they can take away with phone numbers. Network with current foster/adoptive parents to share their experience with potential recruits.
51	Montgomery (previous staff – now retired - has participated in Market Segmentation training)	<p>Per Jan Casteel, 1/8/2015</p> <p>Needs assessment: Montgomery County DHR is fortunate to have the number of foster families that we have; however, with the number of children entering care and being adopted from care, there is always a need to license homes. Our goal is to have enough homes to make quality placements based on the needs of the children and the strengths of the families. In assessing the needs within Montgomery County, it is noted that the majority of the licensed homes are willing to accept children under the age of 5 and single placements; making it difficult to place older children or sibling groups together. Also,</p>

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		<p>demographically in Montgomery County, the majority of the children who come into care are African American while the racial make-up of the approved foster homes is about equal. Most providers are unconcerned about the race of the child but in order to make quality matches between foster/adoptive parents and children; Montgomery County would like to increase the number of African American providers. Montgomery County also needs providers who are open to older children or sibling groups.</p> <p>Qualifications: Foster/adoptive families need to be self-sufficient, contributing families who are interested in providing quality care for foster children and are open to developing partnerships with biological families, case workers and other stake holders in a child's life. Foster/adoptive families need to be open to working toward the primary goal established by the ISP team which is usually originally return to parents and the usual original concurrent goal of Permanent Relative Placement with Transfer of Custody to the Relative while at the same time be open to providing permanence for the children placed in the home. Foster/adoptive families must be of suitable character and be able to provide a safe home in a safe neighborhood which meets Minimums Standards for Foster Family Homes.</p> <p>Locating the families: Montgomery County has several assets as a county that are unique. Maxwell AFB and Gunter Air Field are both in Montgomery and offer a large group of community minded people who meet most of the minimum qualifications by the nature of their service in the military. As the capitol city, Montgomery County is also home for numerous state agencies that is a large pool from which to recruit families. The other option that continues to be successful is partnering with local churches to recruit foster/adoptive homes. It is a successful pairing in that churches provide a good support system to foster/adoptive parents and the children that are placed in their home. The families tend to see this as a calling and not a way to "complete their family" which makes working the case plan easier for them. This attitude also helps in recruiting families who are open to older children as they are trying to help others. Montgomery County uses incentive payments to current foster parents who refer a family who then becomes licensed for our target group of sibling groups or children 10 and over.</p> <p>Implementation: This year, Montgomery County plans to partner with at least 2 predominately African American churches, one of which has 2 licensed families as members to recruit from their members. Montgomery County DHR is open to teaching GPS classes in the church which has been a big benefit to the families as their children are familiar with the setting and seem to be more settled in the child care which makes the families more comfortable and more likely to complete the classes. Montgomery County is working with staff at Maxwell AFB to set up a recruitment event at the Air University to recruit from their teaching staff. The local board of directors has also volunteered to be a part of recruitment by talking to their pastors and church administrators about hosting a recruitment event. We are hopeful that by recruiting for older children specifically, we'll be able to identify resources for our youth.</p>
52	Morgan	<p>Per Rita Kent, 1/12/2015</p> <ul style="list-style-type: none"> Focus in February: Recruitment of African-Americans in honor of Black History Month. Place flyers/information in primarily black churches bulletins. Contact at least 5 community organizations and/or churches that have large African

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		<p>American population to speak or get literature to and provide with information on the need in Morgan County for adoptive and foster homes. Utilize a current African American foster parent to assist with recruitment.</p> <ul style="list-style-type: none"> • Focus on parents who are interested in teens-Contact community that primarily provide services to teens and get literature and offer to speak to group. Look at possibility of highlighting teen who has exited foster care or family that has adopted teens and is doing well in newspaper or local magazines. Target youth ministers at local churches. Utilize local foster parents who primarily take teen placements to assist. • Focus on sibling recruitment-Since National Sibling Day in April 10, 2015-look at spotlighting family that has adopted sibling group and/or needs of sibling groups to local organizations/churches. Contact current or former foster parents who have adopted large sibling group to feature in local publication. • May is National Foster Care month so highlight local Foster Care Appreciation night in Social section of Newspaper/Community Events in Decatur. Publicize the next GPS group date and time. • Since Father's day and National Reunification Month are both in June, look at focusing on men's local organizations to get information regarding the role foster father's play in children's lives and look at article with local paper in Hartselle. Look at featuring single foster father who currently fosters several children. • Target medically fragile recruitment in August and September by contacting local nurses organizations, school nurse and medical auxiliaries. Send material regarding the need for medically fragile homes and the requirements/benefits. Try to schedule speaking engagements at several of these organizations. Request one or both of the current medically fragile foster parents who have adopted to assist with speaking engagements. • Target the Hispanic Community in honor of Hispanic Heritage Month in September/October. Contact Churches with Hispanic ministries and offer to speak and send material regarding becoming foster parent. Use recruitment materials in Spanish/English. Contact local churches with large Hispanic ministries. Look at possibility of employee who is bi-lingual assisting with contacts after hours for comp time. • November: Recruitment of adoptive parents in honor of National Adoption Month. Send information to Adoption support groups. Focus on the process of adoption and child specific vignettes of local children needing adoption. • Keep data on each of these activities completed and the success/lack of success of each and re-evaluate what worked and what didn't for 2016. Inquiries will be asked specifically how they heard about the need for foster/adoptive parents as well. • One area of recruitment that Morgan County needs to strengthen is mining relationships with youth in care to expand their placement and permanency options and increase relative placements/previous connections to the child and the re-visit their ability to become fully approved foster parents. This is typically outside the scope of responsibility of resource development staff and more the responsibility of case managers. A goal over the year will be to address this divide and look at partnering between foster care staff and resource development to improve the outlook for our children with placement plan of APPLA.
53	Perry (has participated in Market Segmentation	<p>Per Rodney Kinard – 1/9/2015</p> <ol style="list-style-type: none"> 1. Display flyers at locations around the county, such as the Health Dept., Post Office, Courthouse, & clinics 2. Contact the many local churches in the community and request that the Department's recruitment efforts be announced in the church's bulletin.

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	training when NRC was here)	<ol style="list-style-type: none"> 3. Child Abuse/Neglect training is provided to the Head Start Program (Staff & Parents) yearly. During these training sessions, the Department's recruitment effort will be discussed and information will be provided. 4. Recruitment article in the local newspaper 5. Contact the Probate Judge and request that the month of February is proclaimed as Foster Parent Recruitment Month in Perry County. 6. Children's Policy Council – The Department partners with several organizations, agencies, and community members via the Children's Policy Council to assist with delivering services to children and families in a collaborative effort. The Department will request the assistance of the Children's Policy Council to help disseminate information concerning the Department's recruitment efforts. 7. Request that current foster parents share their foster parenting experiences with their neighbors, relatives, & church members. 8. Create a display in the DHR lobby concerning foster parent recruitment. 9. Caseworkers actively recruit church members, neighbors, & etc.
54	Pickens	<p>Per Randy Shelton – 1/9/2015</p> <ol style="list-style-type: none"> 1. Send a letter out to the churches and have them put it in their church news letter and Sunday Bulletin that they hand out when you walk in the door. 2. Radio Public Service Announcements. 3. Articles in The Pickens County Herald and Gazette. Maybe Shopper's Guide. 4. Signs placed around the county about becoming a Foster Parent including in the DHR front yard. 5. Set up booths at the hospital and other locations around the county with information about becoming a Foster Parent. Also at any events like football games, Flea Markets, etc. And have a live person at some of the events with handouts with the name of the agency and number to contact. 6. Goal is to complete another GPS class by June once a co-leader is located to assist with the classes.
55	Pike	<p>Based on Market Segmentation Data:</p> <p>Displaying posters and brochures as follows:</p> <ul style="list-style-type: none"> • Auto dealerships • Auto parts stores • Dealerships selling and/or repairing SUV's, 4-wheelers, campers, etc. • Motorcycle shops • Home improvement stores <ul style="list-style-type: none"> ○ Lowes ○ Lawrence Hardware • Bait & tackle shops <ul style="list-style-type: none"> ○ Paradise Adventures ○ Trophy Seekers • "Small motors" types of businesses – places that sell and/or repair lawn mowers, tillers, etc. • Local Stores: Pharmacies, etc. <ul style="list-style-type: none"> ○ Byrd Drug Company ○ Collage Gifts & Apparel ○ Douglas Brothers Jewelry

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		<ul style="list-style-type: none"><ul style="list-style-type: none">○ Glow Boutique○ Jinrights Antiques and Collectibles○ Maxine's Flowers and gifts○ Don Walker's Western Wear○ Pioneer Museum○ Fabulous First Weekend Sale – is there a publication in which you can advertise?○ Camp Butter and Egg• Farmers Co-op; other feed & seed stores; nurseries that sell plants and gardening supplies<ul style="list-style-type: none">○ Pike Farmer Co-op on Luverne Highway (US 29)○ Tractor Supply○ Goshen Farmers Co-Op○ Rusty's Feed○ Iron Mule Farm Supply• Clothing stores that specialize in hunting, fishing and/or farming gear and equipment• Pike County Lake• Heart of Dixie Trail Ride <p>Booths/Informational Displays as follows:</p> <ul style="list-style-type: none">• Fishing tournaments, turkey shoots, skeet shoots, etc.• Races / race tracks• Truck/tractor pulls• Fairs, rodeos or other similar events/attractions<ul style="list-style-type: none">○ Troyfest or other Annual Arts & Craft Shows○ Anything that happens at the Pike County Cattleman's Complex○ Special Olympic events○ Brown Bag on the Square○ Veteran's Day Celebration○ July 4th Fireworks show○ Annual Christmas Parade???○ Famer's Market <p>Offer to provide speakers / conduct interviews as follows:</p> <ul style="list-style-type: none">• Country music radio stations• Local cable access or satellite television stations• Local community/service clubs, including those with political focus• Garden clubs• Churches, specifically ladies groups and Sunday school classes of those 40-60 years old.	
56	Randolph	Per Sharonda Pettaway, 12/23/2014	
		ACTIVITY	TARGET DATE

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		<p>Contact local media outlets and request that they run PSA about fostering/adopting. February 2, 2015</p> <ul style="list-style-type: none"> • WELR Radio – Al Haynes (334) 863-4139 • The Randolph Leader – John Stevenson (334) 863-2819 <p>Contact local banks and ask to display brochures on their on customer service counters. February 23, 2015</p> <ul style="list-style-type: none"> • First Bank – Jared Kirby (Roanoke & Wadley) • Small Town Bank – Debbie Meadows (Wedowee & Roanoke) • Bank of Wedowee – Carol Taylor (Woodland, Wedowee & Roanoke) <p>Place flyers at local businesses/public places. February 9, 2015</p> <ul style="list-style-type: none"> • Lakeside Marina – Wedowee • Main Street Coffee Shop – Wedowee • Jack’s Restaurant – Wedowee & Roanoke • Home Town Pizza – Wedowee • Subway – Wedowee & Roanoke • Gedney’s – Roanoke • Jon Boy’s Restaurant – Roanoke • Randolph County Courthouse – Wedowee • Wadley Town Hall – Wadley • Roanoke City Hall – Roanoke • Wedowee Town Hall - Wedowee <p>Contact local schools and ask to place recruitment information in Teacher’s Lounge. February 23, 2015</p> <ul style="list-style-type: none"> • Randolph County Elementary and Middle Schools - Wedowee • Knight-Enloe Elementary School – Roanoke • Woodland Elementary School – Woodland • Wadley Elementary School - Wadley <p>Contact Annie Awbrey Library and request to display recruitment board and make available brochures for general public. February 16, 2015</p> <p>Contact local churches and request to include recruitment flyer as Sunday bulletin insert, spotlight recruitment efforts in newsletter and/or allow display of recruitment information. February 16, 2015</p> <ul style="list-style-type: none"> • Randolph County Baptist Association will be utilized to send out electronic information to their contacts via rba56@live.com <p>Resource Worker will handout recruitment information to active Randolph County Foster and Adoptive Parent Association members and ask them to share the information with at February 10, 2015</p>

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		<p>least 3 people and invite them to a meeting to learn more about fostering and adopting. Randolph County DHR will partner with Randolph County Foster and Adoptive Parent Association to maintain an active presence in the community which promotes awareness and service through many efforts, always emphasizing recruitment:</p> <ul style="list-style-type: none"> • Speaking engagements for local service and civic organizations (Wedowee Study Club, Roanoke Magazine Club, Wedowee Kiwanis, Mount Laurel Club, Wadley Kiwanis Club) • Year-round sponsorship program for foster youth by local churches and civic groups (birthday, holiday, special occasion recognition, etc.) • Kids Closet • Community events (Bike Hike, Sheriff's Rodeo, Stuff the Bus, etc.) • Randolph County Foster and Adoptive Parent Association various community fundraising activities <p>Utilize adoption incentive funds to replenish recruitment material.</p> <p>February 2, 2015</p>
57	Russell	<p>Per Cherry Jones, 1/20/2015</p> <ol style="list-style-type: none"> 1. Heart Gallery exhibit at Russell County Courthouse Annex and Russell County DHR Office spotlighting available Alabama children month of February. 2. Participate in several community events (APS Health Fair in May at Phenix City, Relay for Life in May; Goodwill Events; Amphitheatre; Books, Balls and Buildings per Children's Policy Council in September; Christmas at Moon Lake and Bi-City Christmas Parade in December) to recruit Foster/Adoptive families. 3. Flyers to hand out at area PTA meetings/ school events/community events re: how to become a foster/adoptive parent and process. 4. Publicize GPS Orientation to be held at least twice yearly, February and August. Another GPS Orientation will be held based on the number of interested and waiting potential applicants. 5. Provide Ministerial Association and Baptist Association with Church Bulletin inserts. 6. Place information at the public library, court house, CVCC and Troy State. 7. Inform Children's Policy Council members at quarterly meetings about how many adoptions achieved. Provide contact information to anyone who may be interested in fostering/adopting. 8. Continue to utilize "Open Your Heart Your Home" signs in their yards and businesses that were purchased 9. Newspaper articles regarding GPS, Foster and Adoptive parent activities, Heart Gallery, etc. 10. PSA ---free cable for all upcoming events. Use businesses marquee to announce foster parent recruitment efforts. 11. Inquire about signs re: becoming a foster/adoptive parent for Russell County at sporting events in community.
58	St. Clair	<p>Per Janet Williams – 1/20/2015</p> <p>January - Informational meeting for upcoming GPS class 1/20/2015 at Bethel Church in Odenville</p> <p>February- May --17th GPS classes start with Bethel Church hosting</p> <p>April- Child abuse awareness month- sending out flyers to area churches to ask to be speaker during foster parent awareness month in May</p>

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		<p>May- foster parent appreciation month- picnic for foster parents and children at local park.</p> <p>PSAs with local radio and newspaper about foster parenting</p> <p>June & July-start recruiting efforts for fall classes</p> <p>Get a booth at local "Block Party" to distribute information about fostering</p> <p>August –November -fall GPS classes</p>
59	Shelby Market segmentation training _/_/_	<p>Per Loren Humphries, 1/20/2015</p> <p>Development of informative news article to inform the public of upcoming GPS classes and share contact information about the foster/adoptive process to be published in the Shelby County Reporter (February 2015)</p> <p>Development of brochures that contains brief, helpful information and contact information for prospective foster/adoptive parents to contact SCDHR for informational purposes. (February 2015).</p> <p>After the development of brochures, begin the process of contacting (emailing) churches in Shelby County to respectfully ask to place foster/adoptive brochures in the church bulletins for informational purposes (Continuous 2015).</p> <p>During the process of emailing churches in Shelby County, respectfully explore if the pastors of the church would make verbal announcements at church service to bring verbal awareness to the need of healthy foster/adoptive homes in Shelby County (Continuous 2015 but emphasized in May 2015).</p> <p>The County's Resource Unit can make contact with local libraries/schools/churches in Shelby County to explore sharing physical information on becoming an potential foster/adoptive parent (ex, brochures, setting up a back drop booth display, frequently asked questions) (Continuous 2015).</p> <p>The County's Resource Unit being accessible to attending events where foster/adoptive parent recruitment can occur (setting up informational booths) (Continuous 2015).</p> <p>Preparing for 2015 National Foster Parent Month and 2015 National Adoption Month in efforts of bringing local awareness to Foster Care and Adoption in Shelby County. (Collective effort between Resource Unit and Foster Care Units) (Continuous 2015).</p> <p>Conducting GPS classes on a schedule in efforts of meeting potential foster/adoptive needs and the needs of children in foster care in Shelby County (Jan 2015, April 2015, and August 2015).</p>

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		Sharing with child welfare staff the positive influence they have with sharing information to public during their daily operations as a DHR employee in efforts of recruiting or sharing contact information with the public sector. Shelby County DHR will also complete an exit conference for foster parents and provisionally licensed foster parents who choose to no longer foster with the agency. SCDHR will also ensure that the quarterly satisfaction surveys are completed. (Continuous 2015)
60	Sumter	<p>Per Sherita Love, 1/22/2015</p> <ul style="list-style-type: none"> • Brochures & Handouts will be distributed • Post an add recruiting foster/adoptive parents • A bulletin announcement will be run on a local television channel promoting fostering and adopting • A presentation on the Joys involving fostering and adopting – Sumter County Board of Education / PTA • Follow-up GPS orientations • Church Announcement regarding the opportunities and applicable information about how to become a foster/adoptive parent • A display of materials promoting foster / adoption will be exhibited at the DHR office • All employees of DHR will be asked to wear teal blue T-shirts in honor of adoption/foster children.
61	Talladega	<p>Per Nicole Parker & Susie Altman</p> <ol style="list-style-type: none"> 1. Talladega DHR will continuously display a recruitment banner on the front lawn. 2. Talladega DHR will have a display booth at local events throughout the county, such as Sunshine Saturday. 3. The resource unit will speak to local groups in an effort to recruit foster parents. All workers, when speaking publically, will take the opportunity to recruit foster/Adoptive homes. 4. Resource Unit and child welfare workers will speak to the congregation at their churches in an effort to recruit foster parents. 5. Foster parents will also join in our effort to recruit more foster/adoptive parents, utilizing any opportunity they have. 6. Talladega DHR will set up a display booth at the Farmer's Market on the Square. We will ask Palmer Place Child Advocacy Center and FIRST Family Service Center to partner with us. 7. Talladega DHR will place step signs at busy intersections/high traffic areas throughout the county. 8. Talladega DHR will ask local businesses to recruit foster parents on their marques' periodically during the year. 9. We will ask the local <i>Daily Home</i> newspaper to advertise for foster parents in the Community Calendar section. 10. Talladega DHR will research the use of social media as a recruitment tool.
62	Tallapoosa (has participated in Market Segmentation training when NRC was here)	<p>Per Lewis Prince, 1/9/2015</p> <p>Tallapoosa County's Foster Care Program has grown and continued to develop over the past year. We now have a staff GPS trainer in place and a foster parent co- leader. A GPS class was completed last summer and another is tentatively planned to start late February. Our staff trainer is set to attend Deciding Together Training this spring. Plans are for a second staff member to attend GPS Leader training this year. We now have two foster care workers. Their development is being assisted by a supervisor retiree from another county who has been contracted to assist with staff development. The staff intends to continue to be assertive in recruiting foster family homes/adoptive resources for our children.</p> <ul style="list-style-type: none"> • Tallapoosa County yard signs purchased with Adoption Incentive Funds continue to be on display around the community. Staff will add to the existing placements during the month of February.

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		<ul style="list-style-type: none"> • In February, 2015, newspaper articles will be submitted to the Alexander City Outlook and The Dadeville Record newspapers highlighting the need for foster/adoptive homes. Emphasis will be targeted on the need for homes for older children and children with special needs. • Various community resources including local churches, schools, community clubs and businesses had DHR staff and foster parents speak to them this past year regarding the ongoing need for foster parents in the county. This will continue in the coming year. • Tallapoosa DHR now has recruitment packets that can be given out or mailed to any person or family that inquire about becoming a foster/adoptive resource. • Tallapoosa DHR is a member of the Dadeville Area Chamber of Commerce. They have a newsletter and email network. Plans are in place to submit our recruitment flyer to them for distribution to all Chamber members. • A special Valentine's recruitment card is being developed to coincide with our GPS training kickoff this spring. The card would be distributed to local churches, schools, business and community groups. The card will reflect artwork from a child's view and an invitation to attend the kickoff meeting. • A continuing important resource that is utilized in recruiting future foster/adoptive parents is our current group of foster/adoptive parents. They are the foundation for which we can continue to build as we increase our foster/adoptive resources.
63	Tuscaloosa Market Segmentation Training ____/____/____	<p>Per Shannon Hubbard, 1/12/2015</p> <ul style="list-style-type: none"> • Lend a Hand Feature Article in <i>Tuscaloosa News</i> for National Foster Care or Adoption Month • Rotating ad in the Tuscaloosa News Lend a Hand section • E-mail campaign among foster/adoptive families • Contact Tuscaloosa City/County Schools for opportunities to talk at PTA, Faculty Meetings, and set up booths at fall festivals. • Yard sign campaign- ask workers and other agency partners to place at least one sign out in the community and share location. Contact day care centers and other places of business to see if they will allow yard signs on their property. • Contact Community Partners/Civic organizations for speaking opportunities. • Display banners- Rotate Locations – Churches, booths, local family owned restaurants such as Pottery Grill, Southland, Mr. Bill's (mom and pop type places) • Radio promotions- Contact local radio stations and arrange interviews to bring awareness to the community around the need for foster and adoptive parents in Tuscaloosa County. Paying special attention to get air time during National Foster Care Month and to promote Heart Gallery during National Adoption Month. • Heart Gallery Display "Location to be determined" • Chick Fil A – breakfast with Santa Cow • Brochure campaign- Contact local grass root/family owned business and ask to leave foster care/adoption brochures. Farmers Co-op, local feed and seed stores, local restaurants, doctor's offices etc.... • Decorated Holiday Tree on Tinsel Trail (Nov-Dec-Jan 2015) • Coloring sheet campaign- Target elementary schools, daycare centers and in home daycares, churches (VBS) etc.

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		<ul style="list-style-type: none"> • Informational booth at area farmer's markets • Pamphlet/brochure campaign among area hair and nail salons • Contact area social/civic groups/club about speaking • Participating in Coaling Baptist Orphan Ministries Annual Event (Typically held in May for foster care month) • Set up information booth at local farmers markets throughout Tuscaloosa County. (Tuscaloosa, Northport, etc.) • Recruitment incentive event for current foster parents. • Will place posters and flyers throughout the community. Lowes, Target, Walmart, Kmart etc. • Geographic mapping- Develop a map of where our current foster parents live and determine which areas of the county we need more homes in. • National Adoption Month Event • Continue partnership with Safe Haven Church and their promotion of the need for more foster/adoptive homes. • Renew existing recruitment banners at local schools (baseball, football, softball fields)
64	Walker	<p>Per Kevin Young, 2/9/2015</p> <p>January: letters, flyers, personal contacts Jasper area, Career Fair, Church appearances</p> <p>February: displays at the mall and library, newspaper ads</p> <p>March: letters, flyers, personal contacts Sumiton/Dora/Cordova/Empire areas</p> <p>April: letters to churches county wide prep for Foster Care Month in May</p> <p>May: announcements in church bulletins, Mayor's Proclamation, Church appearances, PSA's & TV appearance, newspaper articles, display on court house square for month of May</p> <p>June: letters, flyers on pizza boxes/park and rec., personal contacts Carbon Hill/Lupton/Townley/Nauvoo areas</p> <p>July: contact grocery stores re: flyers in bags, pizza boxes</p> <p>August: letters, flyers, PTO's Jasper City Schools</p> <p>September: letters, flyers to schools, PTO Walker County Schools</p> <p>October: letters, flyers, personal contacts Curry/Boldo/Sipsey/Union Chapel Areas</p> <p>November: newspaper Articles, PSAs, TV appearance, Signs on restaurants, PTO Meetings, Adoption Month, Mayors Proclamation</p> <p>December: letters, flyers, personal contacts, PTO Meetings, Parrish/Goodsprings, Oakman Areas</p>
65	Washington	Per Sylvia Williams, 1/12/20125

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		<ol style="list-style-type: none"> 1. Washington County Public Library may display message "Become A Foster or Adoptive Parent – Call 847-6100" during month of February on their message sign. 2. Display Board and brochures at Washington County Public Library during month of February. 3. Place a Banner saying "Foster or Adoptive Parents Needed – call 847-6100" at DHR office (Chatom) and in McIntosh. 4. Send out flyers in local drug store bills to request volunteers for Foster/Adoptive Parents, as well as other DHR services. 5. Washington County Health Department will highlight "Become Foster or Adoptive Parent – Call 847-6100" on their message sign in front of their building during month of February 2014.
66	Wilcox	<p>Per Mechelle Bridges, 1/6/2015</p> <ol style="list-style-type: none"> I. <u>Distribution of Promotional Materials:</u> <ol style="list-style-type: none"> (A.) Flyers will be developed and placed in DHR and made available to other public agencies, local businesses, churches, libraries, schools, day care centers, community centers and any other appropriate locations throughout Wilcox County. (B.) The recruitment need will be shared directly with DHR staff members and community partners on an ongoing basis. II. <u>Media Campaign/Advertisements:</u> <ol style="list-style-type: none"> (A.) Create a Press Release to be published in the local newspaper on a quarterly basis. (B.) Partner with the local Children's Policy Council during their Annual Family Summit event in April 2015 by hosting a complimentary booth to display and share information about Foster/Adoptive Parenting. (C.) Continue to conduct a recruitment event annually in November which is National Adoption Month. III. <u>Foster/Adoptive Resource Listing:</u> <ol style="list-style-type: none"> (A.) Continue working relationship with persons who have contacted DHR Regarding Foster/Adoptive Parenting to explore their current interest in Becoming a Foster/Adoptive Parent Resource in Wilcox County.
67	Winston	<p>Per Mary Moore, 12/30/2014</p> <ul style="list-style-type: none"> • Place roadside signs at large intersections in the county during the months of February, May and November • Run announcements in the local newspaper at least twice a year • Purchase flyers to distribute at major county events such as the annual 911 Festival in Haleyville, Chitlin' Supper in Arley, Frontier Days in Double Springs, etc. • During February, May and November, family and children's service workers will rotate existing magnetic automobile signs • Resource worker attends/has booth at the annual Parent Fair event in Haleyville

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		<ul style="list-style-type: none"> • Resource worker speaks at various organized club meetings such as Civitans, etc. • An announcement will be placed on HBTv.com, a local community news website

Health Care Services Plan

2015 – 2019 CFSP

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HEALTH CARE SERVICES PLAN

I. Introduction

Recent policy updates have been incorporated including updates on Psychotropic Medications and sharing of medical information electronic health record.

The Department of Human Resources has required for many years that children coming into care receive health care services when they enter care and during their stay in care. To achieve this, the Individualized Service Plan process was developed to assure that health care needs and/or strengths are addressed for each child in care. Through this process, county departments ensure health care needs are assessed and identified and that health services are received when needed. Quality Assurance efforts in each county may bring health care professionals together in order to enhance the health care services for children in care.

II. Importance of a Medical Home

Alabama's health care community recognizes the great importance and benefit to children of a having "medical home" in providing optimal health care for children and recommend that whenever possible a foster care child continue to be cared for by his/her established physician. The physician who has been caring for the child previously is in the best position to assess the child's overall health and any changes from baseline, and will be best able to recommend any needed follow-up care or treatment. Children who have had their lives severely disrupted by being removed from their familiar environments should be able to continue their relationship with the physicians they already know and trust.

If for some reason the established medical home cannot be maintained, the child's established physician should be notified immediately so that appropriate transfer of care (including possible telephone communication) can be made with the child's new physician. At the very least, the name of the child's previous physician or clinic should be obtained and provided to the new physician. Every effort should be made to obtain prior medical records and especially immunization records, as soon as possible.

The plan for assuring oversight, coordination and a coordinated strategy to identify and respond to health care needs of children begins with a review of requirements that each child's health care needs are addressed upon entry into care and during the child's stay in care.

III. Initial Medical Examination

When a decision is reached that out-of-home care is necessary, arrangements are to be made for completion a medical examination (see timeframes below). When a child is placed in care as a result of an abuse/neglect investigation, a medical assessment may be necessary to assess the child's medical needs related to any abuse suffered by the child. DHR provides for medical examinations to occur during child abuse/neglect investigations when needed. It is recommended that at entry into foster care, the use of standardized developmental screening instruments that include social-emotional assessment should be administered.

The purpose of the initial medical examination is:

- Record a brief medical history;
- Document the child's medical condition upon entry into care, including visible injuries;
- Determine whether the child is free from contagious disease; and
- Identify needed medical concerns and care needed.
- Screen for social-emotional or mental health concerns.

IV. Timeframe for Initial/Periodic Medical Exam

It is preferable that a medical examination be made just prior to the child's entry into care to assess the physical, emotional, and behavioral issues facing the child. If this is not possible, the examination must be made within 10 days after placement. The initial examination may be obtained through EPSDT (Early and Periodic Screening, Diagnosis, and Treatment Services) for Medicaid eligible children. A child must have an annual medical exam for the duration of the stay in foster care. The yearly EPSDT may be used for the annual medical exam requirement. It is preferable that standardized developmental screening instruments be administered to children at age intervals recommended by the American Academy of Pediatrics.

V. EPSDT

Children in care under 21 years of age and eligible for Medicaid should have an EPSDT screening each year. Following EPSDT screenings, medical services are covered by Medicaid when identified through EPSDT periodic screening or inter-periodic screening and treatment is determined to be medically necessary. These medical services include medical, dental and vision examinations, physical and occupational therapy, speech therapy, rehabilitation services and psychological services.

Outreach activities are critical to successful health screening services that are available to children. The outreach process assures that eligible families are contacted, informed, and assisted in securing health-screening services. The Alabama Medicaid Agency, in conjunction with the Department of Human Resources, informs foster families of EPSDT services.

Alabama's Medicaid program utilizes a managed care system of assigned primary providers. Children in foster care may be exempted from this program if it is in the best interest of the child's health care needs. The exemption allows a child to remain with his/her usual "medical home" particularly if the child has chronic medical conditions. It may also allow the ISP team the ability to choose the more appropriate primary care physician. Additionally, and when appropriate, foster parents may use one primary care physician for all the children in their home.

When a child is placed in foster care and is already eligible for Medicaid, EPSDT screening should be requested unless the child has had an EPSDT screening within the last three months; has had a thorough medical examination other than EPSDT screening within 3 months prior to placement in foster care; or another medical examination, other than Medicaid Screening, is indicated.

EPSDT screenings encompass six broad categories and are available for children in foster care as well as children in their own home.

1. Initial screenings indicate the first time an EPSDT screening is performed on a recipient by an EPSDT screening provider.
2. Periodic screenings that are well-child checkups performed based on a periodicity schedule. The ages to be screened are 1 month, 2 months, 4 months, 6 months, 9 months, 12 months, 15 months, 18 months, 24 months, and annually beginning on or after the child's third birthday.
3. Inter-periodic screenings are considered problem-focused and abnormal. These are performed when medically necessary for undiagnosed conditions outside the established periodicity schedule and can occur at any age. Inter-periodic screenings must be provided when a medical condition is suspected or a condition has worsened or changed sufficiently enough that further examination is medically necessary.
4. Vision screenings must be performed on children from birth through age two by observation (subjective) and history. Objective vision testing should begin at age three, and should be documented in objective measurements.

5. Hearing screenings must be performed on children from birth through age four by observation (subjective) and history. Objective hearing testing begins at age five, and should be recorded in decibels.
6. Dental screenings must be performed on children from birth through age two by observation (subjective) and history. Beginning with age three, recipients must be either under the care of a dentist or referred to a dentist for dental care. Additional Medicaid screening protocols for infants, children and adolescents are addressed in the Medicaid Provider Manual, EPSDT Chapter, Appendix A, <http://www.medicaid.alabama.gov>.

VI. Health Care for Children Not Eligible for Foster Care Medicaid

Some children in out-of-home care will be ineligible for foster care Medicaid. In these cases, application is made for other medical insurance coverage including SOBRA Medicaid, ALL Kids and Child Caring Foundation. The Department of Public Health coordinates the application process for each of these medical insurance coverage types. Completed applications are routed to the ALL Kids program for screening and if the child appears to be SOBRA Medicaid eligible, the application is routed to Alabama Medicaid. If the child is not Medicaid eligible, the application will be sent first to the ALL Kids program (ADPH) and then the Child Caring Foundation (Blue Cross Blue Shield) in that order. Some children may have private insurance known as third party insurance which will need to be accessed before any of the needs based medical insurances will pay. Medical insurance may be purchased from local funds or a child's private funds if the child is not eligible for any of the above addressed programs.

VII. Monitoring and Treatment of Ongoing Health Care Needs

When the ISP team determines that foster care is an appropriate and necessary service or that the foster care provider needs to change, the ISP team assesses the health care needs (physical, mental and emotional) of a child through contacts with and reports from the child's health care providers. The Comprehensive Family Assessment shall include developmental information related to emotional and medical/physical functioning.

Unless otherwise recommended by the pediatrician, the following guidelines are recommended in determining the frequency of medical examinations for foster children:

<u>To 1 year</u>	<u>Age 1 year to 2 years</u>	<u>Age 2 years through 18 years</u>
at 1 mo.	At 15 mos.	At age 2 years
at 2 mos.	At 18 mos.	Annually through age 18
at 4 mos.		
at 6 mos.		
at 9 mos.		
at 12 mos.		

It is through the ISP team process that a child's health needs, once identified through EPSDT or other medical screenings or procedures, are monitored and services/treatment avenues are established. Medical professionals may be ISP team members working with the child and family. Providers of health care services are identified by team members and a specific plan made to access the health care provider.

VIII. Importance of Immunizations

In addition to the above examinations, all foster care children are required to have all immunizations currently recommended by the Advisory Committee on Immunization Practices (ACIP) and the American Academy of Pediatricians, including influenza vaccinations. Immunizations are routine care and should not involve residual rights of parents to consent. The immunization record must be obtained and presented to the primary care provider if the provider is not the child's physician prior to entry into care. Immunizations may be paid for by Medicaid, the Vaccines for Children program or may be obtained at county health departments.

IX. Coordination Between DHR and County Health Departments

Approved foster parents and related caregivers of children in the temporary or permanent custody of DHR are authorized to complete and sign certification forms for the Women and Infant Care Program through the county health departments. Approved foster parents and related caregivers are provided with a letter from the County DHR Department verifying that the foster parent or relative has physical custody of the child and DHR has legal custody. Other health care needs of children in care, e.g. immunizations, are coordinated with county health departments by child welfare workers after the ISP determines a health care need.

X. Coordination of Health Services Between DHR and Alabama Early Intervention Service (AEIS)

Infants and children under 3 years of age who are the subject of an indicated child abuse/neglect investigation must be referred to the AEIS for evaluation. There is a formalized DHR referral process in place for this to occur. As part of the initial EPSDT or the initial medical when a child enters care, infants and children under 3 years of age should be screened for developmental delays and referred to AEIS.

XI. Coordination of Health Information Between DHR and Foster Parents

In Alabama the Foster Parent Bill of Rights, Code of Alabama, 1975 § 38-12A-2(7) provides that foster parents must be provided with health history information that is known by the Department at the time of placement. "When the Department knows of such information after placement, the Department shall make that information available to the foster parent as soon as practicable." Foster parents will need to be made aware of the following:

- All health problems including allergies, bedwetting, emotional problems;
- Both prescribed medications and regularly administered over the counter medications and the purpose of the medicine;
- Special diets or food allergies;
- Pediatrician's name and/or primary health care provider along with the telephone number; and
- Verification of health insurance--private insurance, Medicaid card or Medicaid number.

Foster parents are members of a child's ISP team, in accordance with Department policy. They are to be informed of follow-up medical appointments and referrals.

XII. Dental Care

Children should have care established in a dental home no later than three years of age. Many primary care providers will be able to make an initial assessment through Medicaid's First Look program and this is encouraged. Annual dental examinations are recommended.

All Medicaid eligible children in foster care are to have a dental examination under Medicaid Screening (EPSDT). Children who do not qualify for Medicaid will have a dental examination authorized through the ISP with payment through local flex funds after other resources have been explored and exhausted.

If the dental examination indicates a medical necessity for braces and or other orthodontic care, local DHR funds may be used for this. Medicaid does not pay for braces except in rare and unusual circumstances. Medicaid requirements state that braces must be a medical necessity and documentation from a health care provider must show evidence of the medical necessity. The caseworker must obtain approval from Medicaid. Any third party insurance should be explored to determine whether this insurance covers braces. The ISP team must determine this is a needed service before payment can be pursued. If a child age 14 or older is in need of braces and the need can relate to one or more of the Chaffee outcomes and the ISP states a need for braces, ILP funds are explored.

XIII. Mental Health Needs of Children In Foster Care

The ISP process is utilized to identify strengths and needs of children and their families, identify steps and services to address needs, and determine the least restrictive environment in which a child's needs may best be met. The ISP team shall be fully involved when assessing the need for, and appropriateness of, inpatient services. Before a child enters inpatient placement, concurrence must be received from State DHR. Placements that are more restrictive than foster family homes include therapeutic foster homes, moderate residential treatment facilities, acute psychiatric hospitals and intensive residential treatment facilities.

Best child welfare practice requires that any behavior modification program employed in the treatment or management of a child's behavior be individualized and meet certain standards, including, but not limited to, the following:

- the program relies primarily on rewards instead of punishment;
- the program be based on a careful assessment of the antecedents of the behavior that the program is designed to change; and
- the program be consistently implemented throughout the day, including in school, residential and leisure activity settings.

The Department utilizes a Residential Placement Intake Protocol to provide guidance on and concurrence with the placement of children into certain programs. The Protocol addresses emergency residential placements and the completion of a Multi-dimensional Assessment Tool (MAT) when a child needs either a Therapeutic Foster Care (TFC) placement or placement in a moderate residential facility. Continuous oversight and monitoring of children receiving treatment in more restrictive settings is performed through the use of the MAT to determine the continued need for the placement. Intensive residential treatment requires completion of a "Certification of Need for Services" by a qualified professional in addition to completion of a MAT to determine the continued need for this level of treatment.

Use of Prescription Medication for Children in Psychiatric Residential Treatment Placements

Medication prescribed for mental health reasons may only be administered to children when (a) the informed consent of the parent, legal custodian/guardian, or the foster parent who is legally authorized to provide consent and (b) the informed consent of the child (age 14 or older) has been obtained. The child and adult(s) whose consent is sought will be provided sufficient information to permit them to make an informed decision. Consent may be withdrawn at any time; however, a child's refusal to consent may be overridden by a court of appropriate jurisdiction. If it appears that psychotropic medication will be used to address crises in a periodic, on-going pattern with the child, informed consent must be obtained from the child (age 14 or older) and the parent(s), legal custodian, guardian or foster parent who is legally authorized to provide consent.

The reasons for using psychotropic medication, its expected benefits, and the potential side effects should be explained in terms understandable to the child and parents along with any significant alterations in dosage. The children's and parents' preferences and requests for alternative interventions should be considered and documented in the children's

DHR records and their medical records. [NOTE: The term "parent" as used here means the child's biological, or adoptive parent, or the primary caregiver from whom the child in care was removed. Code of Alabama, 1975 § 12-15-102(23), allows the Department to give permission for medical care to include surgery, other medical treatment, emergency or non-emergency. The Department has authority to make the decisions without court approval or approval from the parents.]

Prescriptions for psychotropic medication must be written by a licensed physician who is trained in the use of such medication with children and adolescents. If the physician prescribing the psychotropic medications for the child is other than the child's primary physician, there should be consultation with the child's primary physician. When psychotropic medication is used as a treatment intervention, it must be administered only as prescribed by the physician writing the prescription. Psychotropic medication is to be carefully and closely monitored by the child's physician and the ISP team for both desired effects and potential side effects. Monitoring should include information received from the child, parent(s), and caregivers. See also XXI.

XIV. Criteria For Prescription of Medication for Mental Health Reasons

A qualified physician must complete a thorough assessment of the child before prescribing medication. This assessment (especially a psychiatric assessment) should be comprehensive and include history, direct observation of the child, and all pertinent information from the school, parents, foster parents, therapists and pediatrician. This will require effective communication from all the stakeholders in the child's life. The assessment is performed to determine the appropriateness of prescribing the medication and to establish baseline data for monitoring its effects. The physician shall conduct a physical examination of the

child, review the child's medical history and other relevant evaluations (e.g., medical, psychiatric, psychological) and obtain input from the child's parent(s)/caregiver(s), the DHR worker, and other relevant service providers and school personnel. The children's and parents' preferences and requests for alternative interventions should be considered by the physician as informed consent is required prior to administering medication.

The physician should be a member of the ISP team with input at times being obtained through written report, telephone calls, etc. If the physician is a consultant to a service provider, the provider and the child's DHR worker shall ensure the physician is aware of the caregiver's capabilities, appropriate alternative treatment interventions, and the changing needs of the child and family.

In a crisis where the child will seriously harm self, harm others, or cause substantial property damage, medication may be administered without informed consent upon an order by the treating physician and in accordance with generally accepted medical standards. There must be documented evidence in the child's record that in the physician's professional judgment, the harm or substantial property damage will occur without the benefit of the medication and that less restrictive interventions are not therapeutically indicated. The child's physical and psychological condition must be frequently monitored by the physician or an appropriate staff member or other provider following administration of the medication.

The dispensing of Prescribed as Needed (PRN) psychotropic medication can only be allowed if in compliance with a physician's approved protocol and the order is documented in the child's medical file of the provider's record and the child's DHR case record. PRN medications administered to address a child's behavior two or more times a week for three consecutive weeks will result in a comprehensive review of the child's individualized service and behavior management plans and the incidents, factors, and rationales for such PRN medication use.

XV. Oversight of Medications in Foster Family Homes

Individuals providing daily care for children in care must take precautions in administering medications to children in their care. While every child has individual health needs, there are consistent measures that shall be taken in administering medication to children in the care of the Department. The following should be discussed with all out-of-home care providers.

A. Over the Counter Medications

Out-of-home providers shall follow the procedures listed below when administering over-the-counter medications.

- Carefully read the manufacturer's product information before administering any over the counter medication.
- Underscore the importance of paying close attention to product labels, particularly precautions and contraindications.
- Administer over-the-counter medication to a child only if the product information indicates the medication is safe for the age child to whom it is being administered
- Administer medications according to the manufacturers' recommended dosage and in the manner prescribed by the manufacturer (e. g. by teaspoon, entire pill, and capsule) unless the child's doctor has given written instructions that vary from this.
- When preparing to administer over-the-counter medication, reread the labels to assure that the medication is safe for the age of the child.
- Check the expiration date on the medication container. Out-of-date medication shall not be administered.
- Certain medical conditions contraindicate the use of over-the-counter medications. In these situations, the foster parent and the child's worker shall consult with the child's doctor before administering any over the counter medications.

B. Prescription Medications

Out-of-home providers shall follow the procedures listed below when administering prescription medications:

- Because individuals react differently to medications, give prescription medication only to the child for whom it is prescribed.
- Some pharmacies will add a discard date to prescription labels, although this is not required. Any “left over” prescription medication should be discarded.
- Give the medication as directed by the child’s doctor.
- If the child appears to have an adverse reaction to the medication, notify the doctor who prescribed the medication for the child. The adverse/allergic reaction to the medication should be documented in the child’s/patients medical record. The foster parent also needs to notify the child’s DHR social worker about the reaction, and especially if the child is allergic to the medication. Documentation of the adverse/allergic reaction should be made in the DHR case record.
- Maintain a log (DHR 2073) of all prescription medications administered to a child as required in the Minimum Standards For Foster Family Homes.

As stated in the Minimum Standards For Foster Family Homes, Revised 2002,

“All medications shall be secured in a locked storage area that is inaccessible to small children.”

In the event of an accidental overdose or adverse reaction to either an over-the-counter medication or a prescribed medication, the Children’s Poison Control Center toll free telephone number 1-800-292-6678 should be contacted. The regular Poison Control Center, toll free telephone number 1-800-222-1222, may also be contacted.

XVI. Health Care Oversight for Older Youth Currently Served in Foster Care and Transitioning Out of Foster Care

The Department of Human Resources recognizes the need to provide specific support for older youth currently in foster care and/or who will be exiting care due to their age. . Therefore the Office of Permanency, through the Independent Living and Foster Care program, will provide increased focus and support to caseworkers in addressing health care planning for this population.

Education through training and other forums will be provided to build capacity of staff and providers serving older youth in addressing and planning for the youth’s oversight of health care needs.

The expectation is that prior to emancipation from foster care, youth are to have a personalized transition plan that would include addressing oversight of their health care needs. Through the Individualized Service Planning process staff will develop a specific plan with the youth which addresses the following:

- A transition plan developed no later than 90 days prior to the date on which the child is expected to age out of the system.
- Providing education and information regarding designating another individual, i.e. a health care proxy, to make health care treatment decisions on the youth’s behalf should the youth be unable to participate in such decisions and does not have or want a relative otherwise authorized under State Law to make such decisions.
- Providing education and information as to the option to execute a health care power of attorney, health care proxy, or similar document recognized under State law.
- Providing medical information and documents to the youth which are available to the agency.

The Department has a responsibility to educate and prepare youth to have the capacity of overseeing their individual health care needs. This can only be accomplished through ongoing efforts to engage youth around a transition plan that is timely and specific.

XVII. Department's Evaluation of Health Services

The Office of Quality Assurance (QA) is tasked with the responsibility to assess the Health/Physical Well-Being and Emotional Well-Being of children in the system. This is a two-fold approach comprised of periodic case reviews by state QA team members, as well as county-specific QA teams operating in each of the 67 counties, that conduct a continuous review of records in their own county. These county teams often include physical and mental health professionals serving as reviewers, or as part of the reviews.

When assessing Health/Physical Well Being, the review (process) team considers the following items: 1.) Is the child in good health? 2.) Are the child's basic physical needs being met? and 3.) Does the child receive health care services as needed? Children should achieve and maintain good health status, consistent with their general physical condition. Healthy development of children requires that basic physical needs for proper nutrition, clothing, shelter, hygiene, and medical/dental care are met on a daily basis. Preventive health care should include immunizations, dental hygiene, and screening for possible physical or developmental problems. The central concern here is that the child's physical needs are met and that special care requirements are provided as necessary to achieve optimal health status. This also includes follow up with appropriate sub-specialists, other health care providers and therapists. Adult caregivers and professional interveners in the child/youth's life bear responsibility for ensuring that basic physical needs are being met and that health risks, chronic health conditions, and acute illnesses are adequately addressed in a timely manner.

A child receives an optimal rating for Health/Physical Well-Being when: all of the child's physical needs for food, shelter, and clothing are reliably met on a daily basis; routine preventive medical (e.g., immunizations, check-ups, and developmental screening) and dental care are provided on a timely basis; any acute or chronic health care needs are met on a timely and an adequate basis, including follow-ups and required treatments; and, any prescribed medications are being provided and taken according to exact instructions and with excellent medication management.

When assessing Emotional Well-Being, the review process considers the following items: 1.) Is the child symptom free of anxiety, mood, thought, or behavioral disorders that interfere with his/her capacity to participate in daily living activities and benefit from his/her education? 2.) If such symptoms are present, is the child making substantial progress toward normal functioning in school and at home while making use of supports and therapeutic services, as necessary? Emotional well-being is essential for adequate functioning in a child's daily life settings, including school and home. To do well in school and in life, a child should: present a major emotional pattern appropriate to time, place, person, and situation; have a sense of belonging and affiliation with others rather than being isolated or alternated; socialize with others in various group situations as appropriate to age and ability; be capable of participating in major life activities and decisions that affect him/her, including educational activities; and, be free of or experiencing reduced major clinical symptoms of emotional/behavioral/thought disorders that interfere with daily activities.

For a child with mental health needs who requires special care, treatment, supervision, or support in order to make progress toward stable and adequate functioning at school and home, the child should be receiving necessary services and demonstrating progress toward adequate functioning in normal settings. Some children may require assistance or services to improve communication, social, and problem-solving skills to be successful. Other children may require special behavioral interventions, medications, and/or wraparound supports (such as behavior aides, access to a therapist when needs arise, etc.). Timely and adequate provisions of supports and services should enable the child to benefit from his/her education and enjoy the routine activities of childhood. The level, mix, and fit of services (referenced in the rating definitions) refer to the importance of children being provided with services in the right amount, with the needed frequency, by persons with the necessary skills, etc. A child receives an optimal rating for emotional well-being when: the child shows optimal well-being in daily settings and enjoys positive and effective enduring support and interventions from teachers, counselors, key adult supporters, and friends; OR, the child has become emotionally and behaviorally stable and functioning well and symptoms are largely relieved or seldom occur; OR, excellent progress is being made toward adequate functioning in normal daily settings and activities of childhood in the near term; OR, the presence of emotional and behavioral problems is being

addressed with the optimal level, mix and fit of assistance, support, supervision and/or treatment leading to a level of stabilization appropriate for the child and his/her condition.

XVIII. DHR Assessment, Treatment and Monitoring of Emotional Trauma / Training of Staff & Providers to Support the Treatment of Emotional Trauma

The synopsis that follows identifies training content (and modules within which the content is located) that support the treatment of emotional trauma. **NOTE: See New Requirements Update**

Document for information on other aspects of addressing the needs of this population.

ACT

- Comprehensive Family Assessment
A guide for gathering/analyzing information related to four areas of family life (parent functioning, child functioning, family functioning, and the family's community), in order to create a basis for informed decision-making, identifying the nature/extent of underlying conditions, and developing a strengths/needs based individualized service plan. At a minimum, the information gathered for each family member should include the following: developmental, behavioral, emotional, educational, medical/physical and family history.
- Cycle of Need
A framework which helps promote an examination of underlying needs and how behaviors serve as the means of expressing those needs. This perspective is designed to help one consider interventions that are designed to control/manage behavior, versus those that are designed to respond to the needs of another in a more effective, respectful way to truly help the family member get their needs met.
- People Mover
The "People Mover" is a guided imagery referred to as the "Imaginary Journey" examines the importance of attachment to the child's maturation and the development of a relationship between children and parents. It SOMEHOW THE WORD "IT" AND THE WORD "FOCUSES" WON'T COME TOGETHER IN THE NEXT LINE. IT'S A DOUBLE SPACE NO MATTER WHAT I TRIED. focuses on the ways loss affects children and families in care and strategies for maintaining the relationship between the birth family and the child in care.
- Module 3, Resource Guide
Chapter -7-Assessing consequences of prior life experiences to children who have been abused or neglected; page 179 (third paragraph). Also in same chapter, pages 185 to 189 discusses early warning signs of indicators that demonstrate medical, developmental, and psychological needs for infants to school aged children. The Appendix for this chapter on pages 203-212 is a child development tool that lists observable milestones for children birth to 5 years of age. It explains that if child is not meeting said milestones that further evaluation may be needed.

<u>Underlying Conditions - an ACT II Curriculum</u>

Comprehensive Family Assessment (see description under ACT I)

- Cycle of Need (see description under ACT I)
- Stages of Change
An approach that examines the impact on the assessment and planning process with families who experience maltreatment and have to make changes to assure their family is able to achieve the overall outcomes for their children's safety, well-being and permanence. The phases of change are presented with an emphasis on the family members' feelings and behaviors at each phase. Useful techniques are provided and demonstrated by

trainers to assist workers and the family's team in helping families deal with, and successfully handle the changes in their lives. In addition, participants examine expectations the family, the team members and the child welfare worker have of one another, as they empower the family to move through the phases of change.

- The Challenge Model

A tool that is designed to help the practitioner (and family member) better understand and identify the deeper pain experienced by an individual (family), as well as focus on the ability or resilience to overcome the pain. Family members are supported in seeing how both their pain and corresponding strengths can give them a sense of hope and willingness to move forward.

- Stages of Grief

A paradigm that is intended to describe the responses/reactions an individual has when going through grief or sadness, regardless of the scope and/or intensity being experienced by the person.

Substance Abuse – an ACT II Curriculum

- The Substance Abuse Curriculum provides participants with intervention options for family members who are dependent on substances. Discussion includes intervention options for all family members, not just for the person who abuses substances.
- Several handouts that provide workers/family members with intervention techniques when dealing with substance abuse are “Children From a Substance Abuse Family”; “Ways to Help Children From a Family Where There is Substance Abuse”; “What to Do and Not to Do When Your Family Experiences Substance Abuse”; “Things for Workers to Remember to Empower Families With Substance Abuse”; “Tips for Planning”; “Treatment Resources for Substance Dependence”; “Treatment Resources for Non-Abusing Family Members”; and “Barriers Women Face When Recovering”.

Concurrent Permanency Planning – an ACT II Curriculum

- Training: Handout 1.5 - CORE CONCURRENT PLANNING COMPONENTS (Adapted from Concurrent Planning Materials of Lutheran Social Services of Washington and Idaho)

FULL DISCLOSURE

Respectful, candid discussion early on about impact of foster care on children, clarity about birth parents' rights and responsibilities, supports agency will provide, permanency options, and consequences of not following through with case plan

- Small group activity using the Roosevelt story

Roosevelt is a 14 year old who has been in foster care since age 4. The activity is processed by discussing the length of time he has been in care, and assessing his developmental needs that have and have not been met from age 4 until now (age 14). These are the handouts used in this activity:

- Handout 1.7 - Factors Related to Out-of-home Care

1. Extended stays in out-of-home care can have negative and lasting effects on child development
2. Negative impact increases with multiple placements and relationship disruptions
3. Children placed close to family and community are more likely to have parental visitation and to return home
4. Parents who visit regularly are more likely to be reunited with their children
5. Children who remain in care longer than 12-18 months are less likely to return home (indicating that attention needs to be focused on their need to be allowed to move on to a permanent family)

- HANDOUT 1.8 - Children's Developmental Needs

1. SECURITY AND PROTECTION FROM HARM
 2. FOOD, CLOTHING, SHELTER, HEALTH CARE
 3. TO BE NURTURED, LOVED, ACCEPTED
 4. SPIRITUAL AND MORAL FRAMEWORK IN WHICH TO LEARN RIGHT FROM WRONG
 5. OPPORTUNITIES TO GROW INTELLECTUALLY, EMOTIONALLY, SOCIALLY, PHYSICALLY AND SPIRITUALLY - AND IDEALLY , TO REACH MAXIMUM POTENTIAL
 6. STABILITY, CONSISTENCY, CONTINUITY AND PREDICTABILITY IN FAMILY RELATIONSHIPS – SECURE ATTACHMENT WITH AT LEAST ONE SIGNIFICANT ADULT
 7. LIFETIME FAMILY CONNECTIONS WITH THE INTENT OF LIFETIME COMMITMENT WHICH GIVES A SENSE OF BELONGING
 8. CONNECTIONS TO THE PAST
 9. HOPE FOR THE FUTURE...
- Discussion about “why secure attachments are so critical for children’s healthy growth and development”, using “Erikson’s stages of emotional development”, “Types of attachment”, and “Secure attachments and insecure attachments” handouts. Discussion includes points such as:
 1. Children need care and nurturing from at least one consistent adult in their first year of life for basic trust and positive attachments to emerge.
 2. The way children’s needs (for food, clothing, changing, sleep, play, overall developmental stimulation) are met - especially in first year of life - will influence whether the child sees the world as a pleasant, safe place to be.
 3. When children feel safe and secure, it is easier to move through the other stages of developmental challenges.
 4. When children do not have daily, consistent and nurturing caretakers, or when their relationships/attachments are disrupted through removal from the family/home, they are traumatized from the loss of the known relationship and find it difficult to trust new caregivers - no matter how serious the need for removal and how well-meaning new caretakers may be.
 5. Secure attachments are formed through consistent daily caregiving that meets the child’s physical, emotional, social, intellectual and spiritual needs.
 6. When the child’s needs are met, a reciprocal interaction emerges. The child relaxes/is satisfied, the parent relaxes/is satisfied - and a bonding between the two develops.
 7. Comment that recent research is now beginning to show the importance of early life experience and secure attachments for the healthy brain development of young infants and toddlers. Nurturing or non-nurturing experiences shape the pathways that are formed in the brain which in turn determine the kind of responses the child will develop and carry with him/her into childhood and adulthood.

Handouts include:

Handout 1.10 - Erik Erikson’s Stages in Children’s Emotional Development

(Adapted from Katz, Spoonmore, Robinson. Concurrent Planning: From Permanency Planning to Permanency Action. Lutheran Social Services of Washington and Idaho. 1994)

Handout 1.12 – Attachments: Secure Attachments

- Emerge from continuity and stability overtime
- Involve predictability in relationships and caretaking
- Are a critical task of early childhood development
- Impact overall development: Social, emotional, intellectually, physical and spiritual
- Are formed through connections with at least one adult caretakers who helps the child feel special, worthy, valued, a sense of belonging, certainty, trust and connectedness over time
- Build positive self-esteem
- Are formed through the process of the Tension/Relaxation Cycle

Tension/Need – Baby Cries
Caretaker meets need – Need Met/Relaxation
Tension/Need – Baby Cries
Caretaker meets need – Need Met/Relaxation

Insecure Attachments

- Emerge when basic needs are met inconsistently or when there is no response to basic needs
- Emerge when there is little consistent or predictable comfort
- Results in a learned mistrust that needs will be met
- Result in a child feeling worthless, unvalued, helpless, hopeless and uncertain about the predictability of the world
- Results in children who have little conscience development, poor impulse control, low self-esteem, poor relationships with peers, learning difficulties, and eventually an inability to parent his/her own children (Fahlberg, 1991.)
- Often the results seen in children who experience foster care drift

Child Protective Services – an ACT II Curriculum

- Display OVERHEAD: Pyramid
Begin by displaying the top part of the pyramid, then work down to the foundation. To accomplish the mission of achieving safety and permanency we need effective services and supports. To have effective services and supports, we need an effective ISP. To have an effective ISP, we need an understanding of the facts (disposition -- was the child maltreated or is the child threatened with maltreatment) and the underlying issues related to the maltreatment. To understand the facts and underlying issues, we need to gather accurate facts and interpret them correctly. It is that foundation this training is focused on.
- Preschool Children – Risk Factors
 1. Curious, exploratory behavior
 2. Physically busy and active
 3. Normal cognitive development may be misinterpreted by caretakers (egocentric thought, illogical/magical thinking, limited sequencing ability)
- Explain that each has a significant impact on the child's psychological development.
In fact, unless the child is killed or permanently physically damaged by abuse or neglect, it is really the psychological impact that will last the longest and can intrude into the child's life as an adult, as a parent, and in the workplace -- interfering with their ability to function.
- Display OVERHEAD: Developmental Assessment
Assessing a child's developmental level is more of an art than a science. Your understanding of the child's developmental level broadens throughout the interview, but the assessment formats outlined here provide a framework of general developmental issues affecting the interview process. The techniques are designed around three general age categories, although chronological age does not always dictate what works best with a given child. For example, children with disabilities may need to be assessed using techniques normally reserved for younger children. Before discussing children's developmental limitations in the context of interviewing, an important issue must be raised. In this session, we will describe examples in which children's developmental limitations may make it difficult for them to provide the specific information that the interviewer is seeking. This does not suggest that children are incapable of providing specific and accurate information. It does suggest that adults questioning children need to be aware of children's cognitive level in order to ask questions which the child understands. Using clear language and simple questions matched to the child's developmental level will optimize children's completeness and accuracy. Interviewers find themselves faced with children of all developmental stages, from as young as 2 up to age 17. Naturally, different developmental assessment techniques apply to these age groups. Therefore, three sections on developmental assessment are included in this session (pre-school, elementary age and adolescents).

Group Preparation and Selection – Curriculum for Prospective Resource Parents

- Stages of Grief (see description under Underlying Conditions)
- Helping resource parents build positive relationships with birth parents.
- Supporting resource families' understanding of the commitment necessary to ensure the well-being of children placed in their care.
- Providing resource families with a network of essential services, support and nurturing for children placed in their care.
- Emphasizing the importance of maintaining close connections between children and their birth families.
- Underscoring the benefits of foster care from within the child's own community.
- Providing understanding of behavioral problems the child may experience.
- Helping resource families understand the dynamics of the foster care system.

In addition, both the Alabama Foster and Adoptive Parent Association (AFAPA) and Alabama Post Adoptive Connections (APAC) produce and distribute quarterly newsletters that publicize mini-conferences and the statewide conference. Information about training is also on the web sites for both groups. Also both AFAPA and APAC can provide training “upon request” to local associations and/or county offices.

XX. Psychotropic Medications UPDATE:

The Department is tasked with development and implementation of a systemic approach to address its concerns with this issue based on the foundational work of Dr. Brent Wilson. The next step will be the development of a team, to be known as the **Alabama Psychiatric Medication Review Team (APMRT)** to include a part-time Child/Pediatric Psychiatrist, full-time Psychiatric Nurse/Nurse Practitioner and two additional Behavior Analysts to begin service as soon as possible. The proposal regarding continued psychotropic medication monitoring and oversight is listed below. Auburn University will take the lead in partnering with the Department, initially on a regional basis. Funding streams for the project are being explored. The proposed project is to expected to begin October 1, 2016.

Psychotropic Medication Monitoring and Oversight Proposal to Begin October of 2016

Overview

The project director will develop a team to be known as the Alabama Psychiatric Medication Review Team (APMRT), which will include a part-time Child/Pediatric Psychiatrist, full-time Psychiatric Nurse/Nurse Practitioner, and two full-time Behavior Analysts. Each team member will begin service in October of 2016. The APMRT will work to provide staff support, monitoring and oversight, training and program implementation for Alabama's foster youth regarding psychotropic medication.

The APMRT will develop strategies to monitor and provide permission to the seven target/pilot counties for psychotropic medication use that would include updating the current notification form. In addition, it would engage providers by conducting training to medical as well as county staff before starting implementation. The APMRT will also work with departmental policy staff to establish treatment protocols addressing informed consent, minimum and maximum dosage guidelines, prior approval protocols, use of PRN, and prior notification with regard to any changes in medications, dosages and methods of administering medications. General responsibilities for team members are described below.

Child Psychiatrist

- Review, recommend and/or develop a Comprehensive Trauma Assessment Tool*
- Review, recommend and/or develop a Psychotropic Medication Authorization and Monitoring Forms
- Design and provide and/or direct training including use of Authorization and Monitoring Form for all stakeholders in the seven target counties; Prescribing Physicians, DHR staff, Therapeutic Foster Care Providers, Community Mental Health Agencies/Providers and community stakeholders.

*The goal is to administer the CTAT to all children aged four to eighteen years upon admission to foster care and to all parents of children aged 3 years or younger within 30 days of their entry into foster care within the seven target counties. The CTAT will be used to determine initial interventions indicated in lieu of prescribing medications in those youth entering foster care and will address current medication use and monitoring of trauma symptoms based on current interventions. The Child Psychiatrist will identify children with specific profiles for consultation with a BCBA who will develop a personalized behavior intervention plan (PBIP) for the child in question.

Psychiatric Nurse or Nurse Practitioner

- Review and assist the Child Psychiatrist in recommending or developing a Comprehensive Trauma Assessment Tool.
- Review and assist the Child Psychiatrist in recommending or developing a Psychotropic Medication Authorization and Monitoring Form.
- Review all psychotropic medication usage monthly reporting trends and threshold data.
- Consult with Child Psychiatrist regarding the usage trends and assist with quarterly report writing.
- Participate and assist Child Psychiatrist with conducting Quarterly Strategic Planning Team meetings.
- Consult with the Child Psychiatrist and provide authorization on behalf of the Department regarding the Notification and Permission for psychotropic medication.
- Review and refer appropriate cases to the APMRT's BCBAs via the Project Director.
- Review individualized data for PBIPs on each child's target behavior as provided by Behavior Analysts.
- Provide individual case consultation support for cases in the seven counties.
- Communicate the Child Psychiatrist's treatment decisions (e.g., a dosage change in a specific psychotropic medication) for each foster youth to other relevant medical personnel (e.g., the foster youth's primary care physician).
- Assist the Project Director in the delivery of training to applicable personnel in the seven target counties.

Two Board Certified Behavior Analysts (BCBAs)

- Receive referrals from the Child Psychiatrist and Psychiatric Nurse regarding the need for a PBIP for foster youth.
- Provide recommendations and consult with the Department, Psychiatric Nurse and Child Psychiatrist regarding findings.
- Provide behavior-analytic services and training to families and foster families as deemed appropriate.
- Providing training and support for the seven counties as requested by the Project Director.
- Develop and monitor PBIPs for referred foster youth.
- Delivery behavior-analytic services to and supervise a caseload of 10 to 15 referred youth who are at varying stages (initial referral up to follow-up) of the assessment and intervention process.

Project Director (Dr. John Rapp, BCBA-D)

- Coordinate communications and interactions among the members of the APMRT.
- Write position descriptions for the positions outlined above as required by the Human Resources Department at Auburn University.
- Conduct semi-annual and annual evaluations for individuals in each of the aforementioned positions.
- Supervise a case load of approximately 5 to 10 individuals.
- Coordinate and direct the delivery of training to applicable personnel in the seven target counties.
- Determine, in collaboration with the Child Psychiatrist and Psychiatric Nurse, when behavioral services will be discontinued for each referred foster care youth.

Project Consultant (Dr. Chris Newland)

- Coordinating with the APMRT to conduct quantitative analyses of behavioral data
- Conduct statistical assessments of the impact of transitioning from psychotropic medication to behavioral interventions.

- Pharmacotherapies can interact with behavioral interventions. Dr. Newland will work with the team as needed to identify these potential interactions.

Dr. Rapp is a Professor in the Department of Psychology and the Director of the Applied Behavior Analysis (ABA) program at Auburn University. He has published extensively on the assessment and treatment of problem behavior displayed by children and adolescents with autism and related disabilities, as well as the application of single-case design methodology for evaluating the effects of interventions on specific problem behaviors. Dr. Newland is a Professor in the Cognitive and Behavioral Science Program in the Department of Psychology at Auburn University. Dr. Newland has extensive experience in basic research on the psychopharmacology of drugs used therapeutically for the treatment of problem behavior. Most recently he has been investigating drug-behavior interactions in experimental models of adolescents using experimental laboratory models. His work has been continuously funded by the National Institutes of Health. In addition, he has taught both clinical and basic psychopharmacology and behavioral neuroscience for thirty years. With a long-standing interest in quantitative models and advanced statistical testing, he has applied mixed-effects modeling, event analyses, and advanced quantitative modeling to characterize the effects of drugs on behavior as well as statistical testing of randomized controlled trials to assess the effectiveness of a treatment intervention.

TASKS

- The Team will work to provide staff support, monitoring and oversight, training and program implementation for Alabama's foster youth regarding psychotropic medication.
- The Team will review current data, compare it to FY2013 baseline and subsequent year's data for foster care youth psychotropic medication use. The data analysis will include information from the Department's SACWIS system FACTS as well as the information provided by the Alabama Medicaid Agency. The Department will also request information from the Department of Mental Health regarding all foster youth receiving community based mental health services.
- The Team will provide preliminary findings and develop strategies to monitor and provide permission to the counties for psychotropic medication use that will include updating the current notification form.
- In addition, it will engage providers by conducting training to medical as well as county staff before starting implementation.
- The Team will also work with departmental policy staff to establish treatment protocols addressing informed consent, minimum and maximum dosage guidelines, prior approval protocols, use of PRN, and prior notification with regard to any changes in medications, dosages and methods of administering medications. Required medical testing to ensure that basic vital signs are within normal range and when medications are administered will be closely monitored and documented in our FACTS system.
- Alabama's long-term authorization and monitoring model will be monitored by the team and updated based on the initial analysis and the completion and findings of initial surveys of partner agencies, stakeholders, staff members and providers regarding efficacy and methodology.
- In addition, staff, providers, community members and medical practitioners will be educated regarding trauma based treatment and psychotropic medication use.

Outcomes

Upon inception, the APMRT will review current data, compare it to FY2013 baseline and the subsequent years' data for foster care youth psychotropic medication use. The data analysis will include information from the Department's SACWIS system FACTS as well as the information provided by the Alabama Medicaid Agency. As a part of the Department's continued efforts to ensure that all of Alabama's foster children receive appropriate mental health supports and services, it is imperative as we move forward with the Psychotropic Medication Monitoring and Oversight Model to train all stakeholders regarding psychotropic medication. Toward that end goal, a comprehensive training model will be developed and delivered to the seven target counties beginning in late 2016. The APMRT will conduct initial training in each of the seven target counties to apprise stakeholders of new guidelines and of the proposed process for referrals and behavioral assessments and interventions. The APMRT will endeavor to deliver additional training on and summary results from the new model to the seven target counties in late 2017. After year one of the project, the APMRT will conduct an analysis of the relative costs [savings] of replacing treatments with psychotropic medication (including the monthly costs of medication and psychiatric consultation) with PBIPs developed by BCBAs. Subsequently, the APMRT will endeavor to deliver training on the new model and guidelines statewide in late 2018. The APMRT will deliver the training in two to four sessions per training site, depending upon the number of expected participants. As it pertains to the proposed training to begin in 2018, the training would be most effectively delivered by dividing the State into regions inviting stakeholders to participate based on proximity. County staff, foster parents, AOC, congregate care providers, residential treatment providers, mental health providers and prescribing physicians would be required to attend. The implementation of the new protocol will begin immediately after completion of the training in each region.

2017 APSR – Alabama Disaster Plan

Maintain a plan by which the Department can identify, locate, and continue availability of services for children under state care or supervision who are displaced or adversely affected by a disaster.

1. Maintain a plan by which the Department can respond to new child welfare cases in areas adversely affected by a disaster and provide services in those cases.
2. Maintain communication with caseworkers and other essential child welfare personnel displaced because of a disaster.
3. Preserve essential program records, coordinate services, and share information with States.

The following are the methods whereby DHR will respond to disasters:

1. To identify, locate, and continue availability of services for children under state care or supervision who are displaced or adversely affected by a disaster, DHR will implement these steps:
 - Identify the affected areas of the state. Designate a liaison from the local county office-to be point of contact for inquiry by foster care providers who are displaced or adversely affected by disaster. The appointed liaison will conduct on site visits to determine if there are any displaced children or families.
 - The liaison will determine whether any staff members are affected by the disaster and which staff members may be available for making contact with providers (foster homes, shelters, group homes, residential facilities).
 - The liaison will maintain contact with local Emergency Management Agency and the ADHR State Mass Care/ESF-6 Coordinator on duty at the AEMA State Emergency Operations Center in Clanton, Alabama.
 - It is the liaison's responsibility to provide shelter staff with a contact should the following circumstances come to their attention:
 - a. children in the custody of State of Alabama
 - b. foster parent from State of Alabama
 - c. children in the custody of another state
 - d. foster parent from other state
 - e. any children without parent or legal guardian
 - f. any reports of child abuse and neglect related to children receiving shelter services
 - ADHR has been designated as the Emergency Support Function 6 (ESF-6) lead agency for the State of Alabama. The Director of Emergency Welfare Services/Safety (Field Administration) serves as the State Mass Care Coordinator.
2. To respond to new child welfare cases in areas adversely affected by a disaster and provide services in those cases, DHR will implement these steps.
 - When the appointed liaisons visit shelters established by Red Cross or State/Local Emergency Management Agency, they will assess whether there are any children and families needing child welfare services. The liaison (s) will be responsible for referring those children and families to appropriate services.
 - Because Alabama is a coastal state, the need to assess displaced children from other states in the region is recognized. Contact will be established with other states that may have been affected by the natural disaster.
3. To remain in communication with caseworkers and other essential child welfare personnel displaced because of a disaster, DHR will implement this step.
 - The Department recognizes that the effect the disaster has had upon Department staff must be assessed very soon after the disaster occurred. The staff liaison appoints someone to maintain contact with staff members and assess what services they may need. This includes assessing any stress reactions staff may have and obtaining help for them to work through their feelings. Staff who may have been personally affected by the disaster, but are working with the victims of the disaster, may have stress reactions and may need help to work through their feelings.

NOTE: The Minimum Standards for Foster Family Homes addresses a section on emergency plans which include emergency procedures.

4. To preserve essential program records, coordinate services, and share information with States, DHR has implemented.
- Each county has a disaster recovery plan in place that addresses how they preserve the records. Disaster recovery plans are required to be updated once a year.

NOTE: The Alabama Emergency Management Agency has the overall responsibility for coordinating disaster preparedness activities in the state, while the Alabama Department of Public Health (ADPH) has the responsibility for emergency preparedness in the state that relates to medical and social services in the event of public health threats and emergencies. ADPH provides education to help people prevent disease and injury. ADPH works with businesses, voluntary organizations and individuals on preparedness and prevention activities. ADPH publishes a booklet on emergency preparedness and The ADPH Center for Emergency Preparedness maintains a web site <http://www.adph.org/CEP/>. The Center for Emergency Preparedness (CEP) coordinates Alabama's health, medical, and social services in the event of public health threats and emergencies. Under The state Emergency Operations Plan, Emergency Support Function (ESF) 8 includes all medical aspects of an emergency response.

ADPH is the lead agency in ESF 8 and the support agency for healthcare organizations that provide direct patient care in an emergency response. Each of the 11 public health areas has an Emergency Preparedness team devoted to preparedness planning. Team members include some combinations of the following roles:

- Emergency Preparedness Coordinator
- Disease Intervention Director
- Senior Environmentalist
- Surveillance Nurse
- Administrative Support Assistant
- Social Worker

It should also be noted that the "Shelter and Mass Care Support Strategy Plan" was signed by the Governor along with a number of representatives from State or County (governmental and non-governmental) agencies. This plan articulated the following vision, and established goals designed to achieve the stated vision: ***A statewide sheltering and mass care effort that engages all levels of government and the nonprofit and private sectors, so that when a disaster threatens or strikes the State of Alabama we collectively meet the sheltering needs of Alabama disaster victims and, as directed by the Governor, ADHR will assist evacuees of other states.***

Additionally, the Department of Human Resources maintains a "Continuity of Operations Plan", that provides an operational framework for state and county offices in terms of response preparedness in times of emergency or disaster. The ADHR COOP was revised in July 2015 and provided to AEMA.

2014 Update:

Alabama Severe Storms, Tornadoes, Straight-line Winds & Flooding (DR-4176)

Incident Period: April 28, 2014 to May 5, 2014

Major Disaster Declaration declared on May 2, 2014

Release Date: July 25, 2014

Release Number: 75

Montgomery, Alabama – Federal aid provided to Alabama residents affected by the April 28 through May 5 severe storms, tornadoes, straight-line winds and flooding has reached more than \$43.6 million. The following number, compiled July 25, 2014, provides a snapshot of the Alabama/FEMA disaster recovery to date.

Funds approved:

\$20.8 million for Housing Assistance grants to help with recovery rental expenses & home repair costs.

\$4.2 million for Other Needs Assistance to cover essential disaster-related needs, such as medical expenses and lost personal possessions.

\$16 million approved by the U.S. Small Business Administration for low-interest loans to eligible homeowners, renters, and businesses.

\$6.8 million for Public Assistance programs to help state and local governments with costs of recovery. Of that amount \$1.9 million has been allocated for debris removal. Another \$575,000 will go toward storm response and \$4.1 million has been obligated for infrastructure repair and replacement.

Survivor Recovery:

16,113 damaged homes and properties have been inspected (99 percent of requests). 9 counties designated for Individual Assistance 21 counties designated for Public Assistance.

No county DHR office implemented their ISD disaster plan in 2014. However, the State Emergency Operations Center was activated, so the SDHR EWS Disaster Response Plan was in effect. There were no foster family homes that were seriously damaged or foster children displaced during the 2014 event.

2015 Update:

Per the Alabama Emergency Management Agency (Human Services Branch), Alabama had 1 Small Business Administration (SBA) declaration last year. The SBA declaration (Houston County, May 2015) resulted in \$455,200.00 being approved in low-interest loans for eligible homeowners, renters, businesses, private, and non-profit organizations.

FEMA Public Assistance Declaration: Alabama – Severe Storms, Tornadoes, Straight-line Winds, and Flooding (December 23-31, 2015), FEMA-4251-DR, *Declared January 21, 2016*.

On January 13, 2016, Governor Robert Bentley requested a major disaster declaration due to severe storms, tornadoes, straight-line winds, and flooding during the period of December 23-31, 2015. The Governor requested a declaration for Public Assistance for 39 counties and Hazard Mitigation statewide. During the period of January 6-13, 2016, joint federal, state, and local government Preliminary Damage Assessments (PDAs) were conducted in the requested counties and are summarized below. PDAs estimate damages immediately after an event and are considered, along with several other factors, in determining whether a disaster is of such severity and magnitude that effective response is beyond the capabilities of the state and the affected local governments, and that Federal assistance is necessary.

On January 21, 2016, President Obama declared that a major disaster exists in the State of Alabama. This declaration made Public Assistance requested by the Governor available to state and eligible local governments and certain private nonprofit organizations on a cost-sharing basis for emergency work and the repair or replacement of facilities damaged by the severe storms, tornadoes, straight-line winds, and flooding in Autauga, Barbour, Blount, Bullock, Butler, Chambers, Cherokee, Clay, Cleburne, Coffee, Colbert, Conecuh, Covington, Crenshaw, Cullman, Dale, DeKalb, Elmore, Escambia, Fayette, Franklin, Geneva, Henry, Houston, Jackson, Lamar, Lawrence, Lee, Lowndes, Macon, Marion, Marshall, Monroe, Perry, Pike, Russell, St. Clair, Walker, and Winston Counties.

Survivor Recovery:

Per AEMA, 16,113 damaged homes and properties have been inspected (99 percent of requests). 9 counties designated for Individual Assistance; 21 counties designated for Public Assistance (PA). Revised FEMA estimates of the total PA is \$42,098,074.55

No county DHR office implemented their ISD disaster plan in 2015, but several offices closed early or opened late due to hazardous road conditions caused by severe winter weather and DR4251 events. However, the State Emergency Operations Center was activated, so the ADHR Emergency Welfare Services Disaster Response Plan was in effect. There were no foster family homes that were seriously damaged or foster children displaced during the 2015 event.